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PATTERNS OF PARTICIPATION IN A PUBLIC ADULT NIGHT SCHOOL PROGRAM. PAPER PRESENTED AT THE NATIONAL SEMINAR ON ADULT EDUCATION RESEARCH (CHICAGO, FEBRUARY 11-13, 1968).

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DESCRIPTORS- *PARTICIPANT CHARACTERISTICS, *NIGHT SCHOOLS, *SCHOOL HOLDING POWER, *PUBLIC SCHOOL ADULT EDUCATION, *ATTENDANCE, PROGRAM CONTENT, PROGRAM LENGTH, AVERAGE DAILY ATTENDANCE, ADULT DROPOUTS,

TO DETERMINE WHETHER RETENTION IN PUBLIC ADULT NIGHT SCHOOL PROGRAMS IS RELATED TO SOCIO-ECONOMIC CHARACTERISTICS OF PARTICIPANTS OR TO THE LENGTH AND NATURE OF COURSES, THIS STUDY WAS MADE OF PATTERNS OF PARTICIPATION IN SUCH PROGRAMS IN WHITE ROCK, BRITISH COLUMBIA. DATA WERE DERIVED FROM 2075 REGISTRATION CARDS AND 98 COMPLETED ATTENDANCE REGISTERS. DISTRIBUTION OF NINE SOCIO-ECONOMIC CHARACTERISTICS, TESTED BY CHI SQUARE, SHOWED STATISTICALLY SIGNIFICENT DIFFERENCES IN AGE, SEX, MARITAL STATUS AND OCCUPATION BY COURSE TYPE. DIFFERENT CLIENTELE WERE ENROLLED FOR ACADEMIC, GENERAL, AND VOCATIONAL PROGRAMS. DISTRIBUTION OF PERSISTENT ATTENDERS AND DROPOUTS, TESTED BY CHI SQUARE, SHOWED DIFFERENCES IN AGE, MARITAL STATUS, AND OCCUPATION--BY COURSE TYPE, BUT NOT BY COURSE LENGTH. AN INCONSISTENT DOWNWARD TREND FROM 87 TO 38 PERCENT WAS NOTED IN AVERAGE DAILY ATTENDANCE FOR ALL COURSES. SHORT PROGRAMS IN THE GENERAL INTEREST CATEGORY TENDED TO MAINTAIN ATTENDANCE AT A HIGHER LEVEL THAN DID LONG COURSES IN ACADEMIC AND VOCATIONAL CATEGORIES. (CHARTS AND A BIBLIOGRAPHY ARE INCLUDED.) THIS PAPER WAS PRESENTED AT THE NATIONAL SEMINAR ON ADULT EDUCATION RESEARCH, CHICAGO, FEBRUARY 11-13, 1968. (RT)

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PATTERNS OF PARTICIPATION IN A PUBLIC ADULT NIGHT SCHOOL PROGRAM

BY

JAMES GARY DICKINSON

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JAMES GARY DICKINSON

B. Ed., University of British Columbia, 1963

A THESIS SUBMITTED IN PARTIAL FULFILMENT OF

THE REQUIREMENTS FOR THE DEGREE OF

MASTER OF ARTS

in the Faculty of Education
(Adult Education)

We accept this thesis as conforming to the required standard

Coolie Verner

Peter Mullins

THE UNIVERSITY OF BRITISH COLUMBIA
AUGUST, 1966

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Date September 2, 1966.

ABSTRACT

The problem of retention in public adult night school programs appears to be related to the socio-economic characteristics of participants and to the length and nature of the courses in which they enroll. Three hypotheses arising from this problem were tested in this study of participation patterns. The first of these stated that there are no statistically significant differences in certain socio-economic characteristics of participants who are enrolled in courses of different types or lengths. The second hypothesis tested was that there are no statistically significant differences in certain socio-economic characteristics between those participants who persist in attendance and those who drop out in the total program or in courses of different types and lengths. The third hypothesis stated that there are no significant differences in attendance patterns between the three types of courses or between courses of different lengths.

The data used in this study were derived from 2,075 registration cards and ninety-eight completed attendance registers. Distributions for nine socio-economic characteristics of participants and dropouts were tested for statistically significant differences by chi square, and attendance patterns for courses of different types and lengths were compared using the critical ratio procedure.

Four of the socio-economic characteristics of participants showed statistically significant differences at the .01 level in the dis-

tributions by course type and length while five did not. The significant characteristics included sex, age, marital status, and occupation. Thus in regard to these four characteristics, the Surrey program enrolled a different clientele for the three types of courses. Academic course participants tended to be young, single males in clerical, labourer, and transportation-communication occupational groups. General course registrants were the oldest group and consisted mainly of housewives. Vocational course participants occupied the median position between academic and general in each of the four significant characteristics.

Twenty-eight percent of the registrants in the Surrey program were classified as dropouts. Three of the socio-economic characteristics tested showed statistically significant differences between persistent attenders and dropouts in the analysis by course type. These significant characteristics included age, marital status, and occupation. None of the characteristics tested were statistically significant at the .01 level in the distributions by course length. The highest number of dropouts occurred for young unmarried enrollees in academic courses while the lowest number occurred for housewives and those in the older age groups in general courses.

An inconsistent downward trend was noted in average daily attendance for all courses. From a peak ADA of eighty-seven percent at the second session the attendance declined to thirty-eight percent at the forty-fifth session for a total loss of forty-nine percent. Short courses in the general interest category tended to maintain attendance at a higher level than did long courses in the academic and vocational categories.

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Chapter One

INTRODUCTION

The utility of an adult education agency is determined by the willingness of the adult population to engage voluntarily in its activities. Thus, the initial enrollment and the maintenance of attendance over a period of time are major concerns of adult educators.

Participation in adult education has been studied at national, local, and institutional levels. Despite the many studies, Brunner[1] noted four reasons why it is still difficult to make even a rough description of "who participates: " (1) the many agencies engaged in adult education; (2) the diversity of their programs and clientele; (3) the episodic nature of adult participation; and (4) the lack of any consistent policy of record keeping among the many agencies and institutions in the field.

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[1] E. de S. Brunner, et. al., An Overview of Adult Education Research, (Chicago: Adult Education Association, 1959) p. 90.

A description of participant characteristics has been the principal content of most studies dealing with participation in adult education. Once adults become engaged in an adult education activity, however, persistence and discontinuance of attendance become the chief concerns of the adult educator. Some adults will continue in their programs and see them through to completion, while others will drop out at some point. In their review of research on completions and dropouts, Verner and Davis[2] noted that there had been little and generally inadequate research related to this particular aspect of the field.

While it is apparent that the two aspects of participation, initial enrollment and continuance of attendance, are vitally important, it is equally apparent that there has not been enough research in these areas to guide intelligently the actions of adult educators in planning and conducting adult education activities.

I STATEMENT OF THE PROBLEM

The problem of retention in public adult night school programs appears to be related to the socio-economic characteristics of participants and to the length and nature of the courses in which they enroll. The present study of participation patterns will consist of three main kinds of analysis: first, the analysis will compare certain socio-economic characteristics of adult students enrolled in academic, vocational, and general interest courses; second, these socio-economic characteristics will be used to determine whether or not there are significant differences between those students who persisted and those who dropped out, both in the total program and in the three course categories; third, attendance patterns in different categories of courses and in the total program will be analyzed and compared.

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[2] Coolie Verner and G. S. Davis, Jr., "Completions and Drop Outs: A Review of Research," Adult Education, 14: 173 (Spring, 1964).

II HYPOTHESES

Three hypotheses will be tested in this study.

1. There are no statistically significant differences in certain specified socio-economic characteristics of participants who are enrolled in academic, vocational, or general courses, or in courses of different lengths.

2. There are no statistically significant differences in certain socio-economic characteristics between those participants who persist in attendance and whose who drop out in the total program, in academic, vocational, or general courses, or in courses of different lengths.

3. There are no statistically significant differences in

attendance patterns between academic, vocational, or general courses, or between courses of different lengths.

III LIMITATIONS

The study is limited to those adult courses which began in the autumn of 1965. Although special programs such as public lectures and film series are occasionally sponsored by the night school, the participation patterns in this segment of the adult education program will not be included.

The characteristics studied are those which can be measured objectively. The discovery of objective factors that may or may not differentiate between persistent attenders and dropouts would constitute a basis for a deeper exploration of subjective factors, however, such factors are not studied here.

IV DEFINITION OF TERMS

There is no general agreement in the literature regarding the use of terms such as "dropout" and "participant." Terms that will be used extensively throughout the study are, therefore, defined below.

Participation in adult education is usually measured by enrollment figures. In the present context, a participant is an adult who registers for a course by completing a registration card.[3] A participant is termed a dropout if he does not attend the final two sessions of the course in which he registered.

The district refers to School District Number 36, District of Surrey and City of White Rock in British Columbia.

A course consists of three or more related sessions. An academic course is a course offered for credit toward a Grade Ten certificate, a Grade Twelve certificate, or Senior Matriculation. A vocational course is offered as preparation for or upgrading in an occupation. A general course is aimed at increasing knowledge, skill, or understanding for the adult as a citizen, parent, homemaker, or hobbyist.

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[3] See Appendix A.

Chapter Two

REVIEW OF RELATED LITERATURE

There have been three main attempts at reviewing and synthesizing the literature relevant to participation patterns. In 1958 Verner and Newberry[1] reviewed the literature on participation and derived some generalizations from participation studies concerned with adult education clientele. A further attempt to bring some order to participation research was made by Brunner in 1959.[2] Drawing from Newberry's[3] earlier work, Brunner classified the different approaches to the problem of participation in adult education and stated a number of generalizations. Verner and Davis[4] reviewed attendance studies in 1964, criticizing the unsystematic nature of research in the area and suggesting some directions for future research. Findings from these reviews will be drawn into the present review where appropriate.

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[1] Coolie Verner and John S. Newberry, Jr., "The Nature of Adult Participation," Adult Education, 8:208-222 (Summer, 1958).

[2] Brunner, op. cit., Chapter 6.

[3] John S. Newberry, Jr., "Participation and Adult Education," unpublished research review, Florida State University, 1958.

I STUDIES OF PARTICIPANTS

While most studies of participants in adult education have been concerned with specific agencies or communities, some recent attention has been paid at the national level to participation in adult education. In an American study, Johnstone and Rivera[5] found two factors that distinguished between participants and non-participants in adult education; age and amount of formal schooling. The average participant in adult education was more than six years younger than the average American adult; nearly eighty percent of the participants were under fifty years of age, while only four percent were over seventy. Twenty-nine percent of the participants were in their twenties. The average level of formal schooling was found to be higher among participants than non-participants, and of three indicators of socio-economic position--education, occupation, and income--formal schooling was found to have by far the most powerful influence on rates of participation.[6]

---

[4] Verner and Davis, *op. cit.*, pp. 157-176.

[5] J. W. C. Johnstone and R. J. Rivera, *Volunteers for Learning*, (Chicago: Aldine Publishing Company, 1965), pp. 6-7.

A less rigorous national survey was made in Canada by the Dominion Bureau of Statistics.[7] This estimated that 426,340 Canadians had taken at least one adult education course conducted by a school system, university, or library during the nine month period preceding the survey. The "typical" participant was described as being male, married, and about thirty-one years of age. He had completed secondary schooling, worked in a clerical, communications, commercial, financial, or service occupation and he enrolled in a vocational course offered by a public night school.

Both of these national surveys present data in percentages, with no attempts at indicating statistically significant findings. The Canadian study fails to define what is included under "adult education," so it cannot be compared to the American study directly.

There has been a multitude of studies reporting on the characteristics of participants in adult education programs in local communities and institutions. No two studies, however, report on the same list of characteristics, and supposedly common factors such as age, educational level, and occupation are reported under many different classification schemes. To illustrate the confusion that exists, five of the studies reviewed each used different groupings to report on the ages of participants: Johnstone and Rivera,[8] the Dominion Bureau of Statistics,[9] Mizruchi and Vanaria,[10] Chapman,[11] and Davis.[12]. The only characteristic that is reported with some degree of consistency is sex, but Chapman[13] noted that 1.8 percent of the responses to his questionnaire failed to indicate even this seemingly evident characteristic. Thus the greatest need in participation research is for some degree of standardization in the collection of data.

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[6] Ibid., p. 7.

[7] Dominion Bureau of Statistics, Participants in Further Education in Canada, (Ottawa: Queen's Printer, 1963).

One conclusion that has emerged from participation research is that each agency offering an adult education program tends to attract a distinct and separate clientele.[14] For this reason, the generalizations advanced below relating to socio-economic characteristics of participants will be drawn mainly from studies of public school adult education clientele.

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[8] Johnstone and Rivera, op. cit.

[9] Dominion Bureau of Statistics, op. cit.

[10] E. H. Mizruchi and L. M. Vanaria, "Who Participates in Adult Education?" Adult Education, 10:141-143 (Spring, 1960).

[11] Charles E. Chapman, "Some Characteristics of Adult Part-Time Students," Adult Education, 10:27-41 (Autumn, 1959).

[12] James A. Davis, A Study of Participants in the Great Books Program, (Fund for Adult Education, 1960).

[13] Chapman, op. cit., p. 32.

[14] Brunner, op. cit., p. 92.

Age

In a study describing the characteristics of a sample of public school adult education participants in a small city in upstate New York, Mizruchi and Vanaria[15] found that 14 percent were under 30 years of age, 31 percent were between 31 and 40, 21 percent were between 41 and 50, 15 percent were between 51 and 60, and 16 percent were over 61. In a study of participants in the Contra Costa County, California, public school adult education program, Chapman[16] reported that 17 percent were under 26 and 16.5 percent were over 45. These studies tend to support the generalization that public school adult education programs attract proportionately more younger adults and proportionately fewer older adults than there are in the specific population served.[17]

Sex

Johnstone and Rivera,[18] Chapman,[19] and Mizruchi and Vanaria[20] all found that participants in public school adult education programs consisted of approximately 35 percent men and 65 percent women.

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[15] Mizruchi and Vanaria, *op. cit.*, p. 141.

[16] Chapman, *op. cit.*, p. 32.

[17] Verner and Newberry, *op. cit.*, p. 216.

[18] Johnstone and Rivera, *op. cit.*, p. 84.

[19] Chapman, *op. cit.*, p. 32.

[20] Mizruchi and Vanaria, *op. cit.*, p. 143.

Formal Education

Despite the varied ways of treating data on educational level, it appears that the most significant factor in adult education participation is the amount of previous formal education. Johnstone and Rivera,[21] Verner and Newberry,[22] and Brunner[23] all concluded that the higher the amount of previous schooling, the more likelihood of a person participating in further educational activities. Verner and Newberry[24] noted, however, that a significantly larger percentage of people with less than a high school education were served by the public schools than by other types of urban programs.

Occupation

Generalizations about the relationship between occupation and participation in adult education are made difficult by the lack of a generally accepted scheme for classifying occupations. Mizruchi and Vanaria[25] reported that 40 percent of the participants in their study could be classified under "lower occupational groups." Chapman[26] stated that among the participants in the Contra Costa County program, 10.5 percent were craftsmen and foremen, 51 percent were homemakers, and 9.5 percent were professional workers. In Campbell, California, Siddoway and Stanley[27] found that 53.2 percent of the participants in the public school adult education program were housewives.

---

[21] Johnstone and Rivera, op. cit., p. 7.

[22] Verner and Newberry, op. cit. p. 218.

[23] Brunner, op. cit., p. 96.

[24] Verner and Newberry, op. cit., p. 216.

[25] Mizruchi and Vanaria, op. cit., p. 142.

Brunner[28] concluded that there is a "high relationship" between occupation and participation in adult education, but public school programs generally include a broad range of occupational groups. Verner and Newberry[29] concluded that white-collar workers, housewives, and professional people tend to participate more in public school programs than their proportionate representation in the population as a whole. It would appear, then, that the largest occupational group represented in the present study should be housewives. Variations in other occupational groups, as Newberry[30] noted, would be partially attributable to differences in the population composition of the district being studied.

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[26] Chapman, op. cit., p. 34.

[27] W. R. Siddoway and E. P. Stanley, "Know Your Clientele," Adult Education, vol. 9 (Spring, 1959), p. 156.

[28] Brunner, op. cit., p. 96.

[29] Verner and Newberry, op. cit., p. 216.

[30] Newberry, op. cit., p. 9.

Other Factors

The four factors discussed above--age, sex, formal education, and occupation--have been the most widely studied characteristics of participants in public school adult education programs. On the basis of less extensive evidence, a few other generalizations have been made in the literature. Houle[31] suggested that participation is related to length of residence in the community, and that married people participate more than single people. Newberry[32] concluded that there was some evidence to indicate that accessibility and proximity to centers for adult education increases participation. Other factors that will be considered in the present study have not been sufficiently investigated to warrant further generalizations.

II STUDIES OF DROPOUTS

The literature on participants deals mainly with the socio-economic characteristics of those who enroll in adult education programs.

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[31] C. O. Houle, The Inquiring Mind, (Madison: University of Wisconsin Press, 1961), p. 6.

[32] Newberry, op. cit., p. 24.

Once initial participation has been secured, however, the adult educator becomes concerned with the continuation of participation. This concern was first expressed by Thomas Pole,[33] who urged in 1814 that absentees from adult schools be visited, and that the visits "...are to be repeated until it is ascertained whether the learners visited are to be continued as such on the books, or merit dismissal from the same."

Verner and Davis[34] reviewed the literature on persistence and discontinuance of attendance, and located thirty studies that attempted to differentiate between persistent attenders and dropouts. They discovered that twenty-six different factors had been tested, with no conclusive results. Generalizations were hindered because of a lack of consistency in the type of data collected and in its treatment. Another hindrance was the lack of rigorous statistical procedures; of the thirty studies located, twenty-three did not provide any evidence of having tested the validity of the data presented. Furthermore, there was no unanimity among the thirty studies in identifying dropouts.

Of the factors considered by Verner and Davis, level of education, prior experience in adult education, marital status, and type of course all appeared to be related to discontinuance. A relationship has not been established, however, with the other factors shown in Table I.

---

[33] Thomas Pole, A History of the Origin and Progress of Adult Schools, (Bristol: C. McDowall, 1816, second edition), p. 125.

[34] Verner and Davis, *op. cit.*, pp. 157-176.

TABLE I

FACTORS STUDIED TO TEST THE RELATIONSHIP TO DROP OUT.

Factor	Number of Studies Reporting		
	Some Relationship	No Relationship	Total
Age	6	5	11
Sex	3	3	6
Level of education	8	2	10
Prior experience in adult education	5	1	6
Marital status	4	0	4
Dependents	2	1	3
Occupation	3	4	7
Length of course	2	2	4
Tuition charged	2	1	3
Type of course	5	0	5
Total	40	19	59

Source: Verner and Davis, op. cit., pp. 174-175.

Even in the four factors that have shown a relationship to discontinuance, however, the relationship is by no means clearly and definitely established. Of the four studies that examined the factor of marital status, for example, two showed that married students while two showed that unmarried students dropped out more frequently.[35] Thus, while it appears from research that there are differences in measurable characteristics between those who persist and those who discontinue attendance, the nature and extent of the differences needs further research.

III STUDIES OF ATTENDANCE PATTERNS

Several investigators have noted a relationship between subject matter area and attendance. Verner and Davis[36] concluded that subject matter appears to affect attendance, but so many different classification schemes had been used that the results were almost meaningless. Pattyson[37] used a classification scheme consisting of twelve types of courses and found statistically significant differences in average daily attendance for certain groups of courses.

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[35] _Ibid_., p. 165.

[36] Verner and Davis, _op_. _cit_., p. 169.

[37] J. W. Pattyson, "The Influence of Certain Factors on Attendance in Public School Adult Education Programs," Unpublished Ed. D. dissertation, Florida State University, 1961.

Grace S. Wright[38] found a "moderate amount of variation" in the holding power of commonly found subjects in public school adult education programs. Wright used eight groups of courses and compared the median percentage of attendance between various groups and subgroups.

The classification scheme that is commonly used in public night school programs in British Columbia divides courses into three areas; academic, vocational, and general interest courses.[39] This differentiation is essentially a functional one; academic courses serve those who wish to complete their high school programs and receive certificates, vocational courses serve those who wish to advance themselves in their present occupations or to train for new ones, while general interest courses serve mainly those who wish to improve their competence in specific interest areas.

These three course categories were used by Verner and Neylan[40] in studying attendance patterns in a public adult night school program in British Columbia. An irregular but persistent decline in attendance was discovered. Differences in mean percentage of attendance were statistically significant at the .01 level for all comparisons of course categories except vocational to general. Differences in the pattern of attendance were also found to be statistically significant for different lengths of courses. Academic courses had the highest dropout rate, fifty-three percent, followed by vocational courses with forty-five percent dropouts and general courses with twenty-nine percent dropouts.

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[38] Grace S. Wright, "Persistence of Attendance in Adult Education Classes," United States Office of Education, Circular No.353, October, 1952, p. 1.

[39] See, for example, the advertising literature of the Surrey adult education program. An examination of other programs throughout the province reveals a similar classification scheme.

[40] Coolie Verner and M. S. Neylan, "Patterns of Attendance in Adult Night School Courses," unpublished manuscript, University of British Columbia, 1965.

Chapter Three

PLAN OF THE STUDY

The public adult night school program of the Surrey School District is influenced by the nature of the district's population and by the material and human resources available to the program. This chapter will first outline the procedure used in this study for analyzing participation patterns and then describe the nature of the district and the development of adult education in the district.

I PROCEDURE

Sources of Data

Two sources of data were used in this study of participation patterns; registration cards and attendance registers. Each participant was asked to complete a McBee Keysort registration card for each course in which he wished to register. There were 2,075 registration cards collected by the night school administrator. These cards were sorted to analyze the characteristics of participants and dropouts. Attendance registers were maintained by course instructors and used to identify dropouts and chart attendance patterns. Ninety-eight completed registers were available for the study. Three additional registers were only partially completed, but dropouts could be identified from these.

Participant Data

Information was collected from participants on nine socio-economic characteristics; sex, age, marital status, number of children, years of school completed, occupation, years resident in the district, previous attendance at other adult education courses within the last three years, and travel time to class. Categories used to classify participants by age were compatible with those used by the census. The census classification of occupations was used for coding participants' responses to the occupation item on the registration card with two additional categories to include housewives and no occupation.

Course Data

Type

The Surrey public adult night school operated three main types of courses in the autumn of 1965. Academic courses consisted of those offered for credit in the British Columbia school system such as English

40, Mathematics 30, and History 101. Vocational courses included such subjects as Welding, Typewriting, Blueprint Reading, and Principles of Automotive Tuneup. General interest courses covered a wide range of subjects such as Yoga, Creative Writing, Chinese Cooking, Public Speaking and Gift Wrapping.

When these courses were grouped by type, 19 courses or 16.9 percent were academic, 31 courses or 27.7 percent were vocational, and 62 courses or 55.4 percent were general interest. The registration cards for the 2,075 participants were grouped by course type for purposes of analysis and 302 registrants or 14.5 percent were enrolled in academic courses, 531 or 25.6 percent in vocational courses, and 1242 or 59.9 percent were in general interest courses. (Table II)

TABLE II

DISTRIBUTION OF COURSES AND PARTICIPANTS BY TYPE AND LENGTH

Course Type	No. of Courses	% of Courses	No. of Participants	% of Participants
Academic	19	16.9	302	14.5
Vocational	31	27.7	531	25.6
General	62	55.4	1242	59.9
	112	100.0	2075	100.0
Course Length				
10 sessions and less	32	28.6	690	33.2
11-20 sessions	44	39.3	766	36.9
more than 20 sessions	36	32.1	619	29.8
	112	100.0	2075	100.0

Length

The 112 courses were also grouped by length and three categories were used; courses having ten sessions or less, those having between eleven and twenty sessions, and those having more than twenty sessions. In this classification by length, 32 of the courses or 28.6 percent were in the group consisting of ten sessions or less; 44 courses or 39.3 percent were between eleven and twenty sessions; and 36 or 32.1 percent of the courses were of more than twenty sessions in length. Of the 2,075 registrants, 690 or 33.2 percent were in courses having ten sessions or less, 766 or 36.9 percent were in courses having between eleven and twenty sessions, and 619 or 29.8 percent were in courses having more than twenty sessions. (Table II)

Statistical Procedures

Chi square[1] was used to test for statistically significant differences at the .01 level in the distributions of participant and dropout characteristics by course type and length. Contingency coefficients[2] were calculated for the distributions of participant characteristics by course type and length.

The average daily attendance percentage (ADA%) for each course was calculated by dividing the actual aggregate attendance by the possible aggregate attendance. To test the significance of the differences between ADA percentages, the ADA percentage for all courses was compared to the ADA percentage for courses of each different length.

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[1] Chi squares were calculated according to the procedure outlined in A. L. Edwards, Statistical Methods for the Behavioral Sciences, (New York: Holt, Rinehart, and Winston, 1964), pp. 372-381.

[2] *Ibid.*, pp. 381-382.

Comparisons were also made between ADA percentages by course type; academic to vocational, academic to general, and vocational to general. The statistical procedure used was that outlined by Richmond[3] and was similar to the procedure used by Pattyson[4] in calculating critical ratios. The following steps were used in the analysis:

1. Average daily attendance percentages were calculated for all courses, for courses of different lengths, and for course of different types.

2. The differences between average daily attendance percentages were computed for the analysis by course length by subtracting the ADA percentage for all courses from that for courses of each different length. In the analysis by course type, the differences between average daily attendance percentages were computed by subtracting the smaller ADA percentage from the larger for the three comparisons made.

3. The averages of the average daily attendance percentages being compared were found by using the formula:

$$\hat{p} = \frac{n_1p_1 + n_2p_2}{n_1 + n_2}$$

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[3] Samuel B. Richmond, Statistical Analysis, (New York: Ronald Press, 1964), pp. 205-207.

[4] Pattyson, op. cit., pp. 23-25.

Where $\hat{p}$ stands for the average of the two ADA percentages compared, n_1 for the number of courses in the first ADA percentage and n_2 the number of courses in the second ADA percentage, p_1 for the ADA percentage of the first group and p_2 for the ADA percentage of the second group.

4. The standard error of the difference between the two average daily attendance percentages being compared was found by using the formula:

$$sp_1 - p_2 = \sqrt{p\ (100-p) \quad \left(\frac{n_1 + n_2}{n_1 n_2}\right)}$$

Where sp_1-p_2 stands for the standard error of the difference between the two ADA percentages compared.

5. The Z value or critical ratio (C.R.) was computed by using the formula:

$$Z = \frac{p_1 - p_2}{sp_1 - p_2}$$

6. The significance level for each critical ratio obtained was derived from a table of t values. Since there were only ninety-eight courses available for analysis, the critical ratios obtained were generally quite low. Consequently, none were statistically significant at either the .05 or the .01 level,therefore, the actual level of significance is indicated in each case.

II THE AREA

Surrey

The Surrey School District consists of a rectangular shaped area approximately fifteen by ten miles. It is bounded on the north by the Fraser River, on the south by the United States border, on the west by the Municipality of Delta, and on the east by the Municipality of Langley. The City of White Rock is located in the southwest corner of the district.

The district serves mainly as a dormitory community for people who work in Vancouver, Burnaby, and New Westminster, so the highest density of population is in the northwest section. There is some agricultural activity, restricted mainly to the southern half of the district. Over 27,500 acres of land are zoned for agriculture, 2,500 acres for manufacturing, and 1,500 acres for light industry.[1] Sixty-six elementary and secondary schools serve approximately 22,000 pupils.

In the last twenty-five years there has been a rapid increase in population. Between 1921 and 1941, the population increased 155 percent, from 5,814 to 14,840. Between 1941 and 1951 the population grew 127 percent to 33,670, and then by 130 percent to 77,291 at the census in 1961. The Surrey College Study Commitee[2] estimated a population of 104,000 for Surrey and White Rock in 1966. The Committee also estimated the age composition of the district's population in 1966. The adult proportion of this estimate, shown in Table III establishes the base from which participants in the adult education program are drawn.

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[1] Municipal Manager, District of Surrey, "Industry has a Future in Surrey," 1965. Pamphlet.

TABLE III

ESTIMATED ADULT POPULATION BY AGE,
SURREY AND WHITE ROCK, 1966.

Age	Population
15-24	14,976
25-34	12,168
35-44	13,520
45-54	11,960
55-64	8,320
65 and over	10,712
Total	71,656

Source: College Study Committee, op. cit., p. 6.

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[2] School District No. 36, A Precis of the Report of the College Study Committee, November 1964, p. 5.

Adult Education in Surrey

The growth of the district has resulted in a recent serious concern with the need for an organized adult education program with a broad range of activities. The school board hired a full-time director of adult education in 1963. Since then they have also hired a part-time academic counselor and a part-time night school principal, in addition to course instructors. As the district's investment in adult education has increased so has the number of participants. (Table IV) Between the 1962-63 and 1963-64 academic years, the number of registrations increased by 280 percent. A further increase of 27 percent occurred between 1963-64 and 1964-65. Estimated registrations for the 1965-66 year indicate an increase of 22 percent over the 1964-65 year. Approximately 4.5 percent of the district's adult population is currently involved in the public adult night school program.

Most of the courses offered are located at secondary schools in the northwest section of the district because of the heavy concentration of population within a one mile radius of these schools. Of the 115 courses offered in the autumn of 1965, 47 were at Queen Elizabeth Senior Secondary and 34 were at West Whalley Junior Secondary. Semiahmoo Senior Secondary in White Rock was the location for ten classes. Other courses are offered at schools throughout the district as the need is perceived by the director.

TABLE IV

REGISTRATIONS IN THE SURREY AND WHITE ROCK ADULT EDUCATION PROGRAM, 1962-63 to 1965-66.

Course Category	1962-63 Registrations	1963-64 Registrations	1964-65 Registrations	1965-66 Registrations (estimated)
Vocational	65	237	642	750
Academic	--	234	354	350
General	480	1208	1209	1800
Special	--	394	425	300
Total	545	2073	2630	3200

Source: W. L. Day, "School District No. 36 Adult Education Report, School year 1964-65," and a personal communication from Mr. Day.

There were several reasons for selecting the Surrey-White Rock program for the present study. The adult education program is generally regarded by adult educators as one of the more comprehensive ones in the province. The director and the school board expressed a willingness to cooperate with the investigator in every possible way. The registration system using McBee KeySort cards had been tried in the 1964-65 year and had proved to be practical.

Chapter Four

CHARACTERISTICS OF PARTICIPANTS

This chapter will present a description of the socio-economic characteristics of participants in the Surrey public adult night school program in relation to course type and an analysis in relation to course length. In addition there is presented a supplementary analysis of non-responses to registration card items.

I SOCIO-ECONOMIC CHARACTERISTICS OF PARTICIPANTS BY COURSE TYPE

Sex

Participants in the total program were divided approximately sixty percent female and forty percent male. The highest proportion of female participants were found in the general course category where over seventy-five percent of those enrolled were female. This distribution was reversed, however, in the academic category where almost seventy-five percent were male. Vocational courses enrolled some sixty percent male and forty percent female participants.

The chi square test for statistically significant differences in the distribution by sex among the course categories produced a chi square value of 66.44, which is significant at the .01 level;therefore, the null hypothesis of no significant difference is rejected. The contingency coefficient obtained was .631. (Table V) There is a definite tendency for males to be attracted to academic and vocational courses, whereas females tend to make up the bulk of the enrollment in general interest courses. This might reflect a male interest in the more "practical" or goal-oriented aspects of the Surrey program.

TABLE V

SEX DISTRIBUTION OF PARTICIPANTS BY COURSE CATEGORY

Course Category	Male No.	Male %	Female No.	Female %	Total No.	Total %
Academic	218	72.18	84	27.82	302	100.00
Vocational	319	60.08	212	39.92	531	100.00
General	309	24.88	933	75.12	1242	100.00
Total	846	40.77	1229	59.23	2075	100.00

Chi square = 66.44 Degrees of freedom = 2
Significant at .01 level
Contingency coefficient = .631

Age

Almost fifty percent of the participants were under thirty-five years of age while less than twenty percent were over forty-five and less than six percent were over fifty-five. When this age distribution is compared with that of the total district population it becomes apparent that proportionately more younger adults and proportionately fewer older adults participate in the public night school program than there are in the population as a whole.

In the academic course category forty-five percent of the participants were under twenty-five, and the percentage of participants declined in each successive age group so that only five percent of the participants were over forty-five. In both the vocational and general interest course categories the peak rate of participation occurred in the twenty-five to thirty-four age group and then declined for each successive age group. In contrast to the academic category, nineteen percent of vocational course participants and twenty-three percent of general interest course participants were over forty-five. While seventy-seven percent of the academic course participants were under thirty-five years of age, fifty percent of the vocational and forty-two percent of the general interest course participants were under thirty-five.

TABLE VI

AGE DISTRIBUTION OF PARTICIPANTS BY COURSE CATEGORY

Course Category	15-24		25-34		35-44		45-54		55-64		65+		Not Known		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Academic	136	45.03	96	31.79	42	13.91	14	4.63	2	.66	0	0	12	3.97	302	100.00
Vocational	123	23.16	142	26.74	134	25.23	80	15.07	13	2.45	8	1.51	31	5.84	531	100.00
General	159	12.80	368	29.63	314	25.28	197	15.86	53	4.27	38	3.06	113	9.10	1242	100.00
Total	418	20.14	606	29.20	490	23.61	291	14.02	68	3.28	46	2.22	156	7.52	2075	100.00

Chi square = 48.69 Degrees of freedom = 10

Significant at .01 level

Contingency coefficient = .572

The chi square value of 48.69 obtained when testing the age distribution is significant at the .01 level. The contingency coefficient obtained was .572. (Table VI) The null hypothesis is rejected, which indicates that there is a significant difference in the age distribution among the types of courses. The participants in the academic and vocational courses tended to be younger. Thus, these two course categories seemed to enroll those young adults seeking to complete their high school training. The older adults who participated mainly in general interest courses probably enrolled for different reasons, although this cannot be definitely established.

Marital Status

More than seventy-five percent of the participants were married, seventeen percent were single, and three percent were either widowed or divorced. The proportion of married participants was highest in the general course category with eighty-four percent and lowest in the academic course category which had fifty-four percent. The proportion of single participants, however, was lowest in the general course category at nine percent and highest in the academic course category with thirty-nine percent. The vocational course category occupied the intermediate position with seventy percent married and twenty-three percent single participants.

The chi square value of 43.96 obtained is significant at the .01 level, therefore the null hypothesis of no significant difference is rejected. A contingency coefficient of .552 was obtained. (Table VII)

Academic and vocational courses tended to attract more young, unmarried male adults than did general interest courses. This may again reflect an interest in the goal-oriented aspects of the Surrey program on the part of these registrants. General interest course participants, on the other hand, may be more interested in the social and leisure time aspects of the program.

TABLE VII

MARITAL STATUS OF PARTICIPANTS BY COURSE CATEGORY

Course Category	Married		Single		Widowed		Divorced		Not Known		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Academic	164	54.30	119	39.40	0	0	6	1.99	13	4.30	302	100.00
Vocational	374	70.43	123	23.16	7	1.32	8	1.51	19	3.58	531	100.00
General	1044	84.06	113	9.10	31	2.50	9	.72	45	3.62	1242	100.00
Total	1582	76.24	355	17.11	38	1.83	23	1.11	77	3.71	2075	100.00

Chi square = 43.96 Degrees of freedom = 6

Significant at .01 level

Contingency coefficient = .552

Number of Children

More than fifty percent of all participants either reported no children or did not respond to the item. Of those participants who did respond, those enrolled in general courses had an average of 1.46 children, which was the highest found in any course category, while participants in vocational courses had an average of 1.24 children and in academic courses the average was .94 children.

Nearly sixty-three percent of the academic course participants reported no children or did not respond compared to fifty-four percent of the vocational and forty-seven percent of the general interest course participants. Nine percent of the academic course participants reported one child compared to eight percent of the vocational and seven percent of the general interest course participants. In each of the categories for two, three, and four children, however, the highest rate was in general courses followed by vocational and then academic courses. The percentage of participants reporting five or more children was approximately equal for each course category.

The chi square value of 10.14 obtained for the distribution by number of children is not significant at the .01 level, therefore the null hypothesis of no significant difference is accepted. A contingency coefficient of .304 was obtained. (Table VIII) This indicates that the groups did not differ with respect to the average number of children. These data are subject to question, however, in view of the fact that no provision was made to differentiate between a no response and no children.

TABLE VIII

DISTRIBUTION OF PARTICIPANTS BY NUMBER OF CHILDREN BY COURSE CATEGORY

Course Category	None or not known		1		2		3		4		5 or more		Total		Average
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Academic	190	62.91	29	9.60	34	11.26	24	7.95	10	3.31	15	4.97	302	100.00	.94
Vocational	286	53.86	44	8.28	79	14.88	68	12.81	36	6.78	18	3.39	531	100.00	1.24
General	578	46.54	93	7.49	222	17.87	180	14.49	110	8.86	59	4.75	1242	100.00	1.46
Total	1054	50.80	166	8.00	335	16.14	272	13.11	156	7.52	92	4.43	2075	100.00	1.32

Chi square = 10.14 Degrees of freedom = 10

Not significant at .01 level

Contingency coefficient = .304

Years of Schooling

Academic courses had the highest proportion of participants with eight years of schooling or less at sixteen percent; followed by vocational course participants at twelve percent; and general course participants at nine percent. The highest proportion of those with nine to twelve years of schooling completed, however, was in the vocational course category with sixty-four percent; followed by the academic course category, sixty-one percent, and the general course category, fifty-five percent. Four percent of the academic course participants, seven percent in vocational courses, and twelve percent of those in the general courses had completed at least one year of university. Nine percent of the academic course participants had at least one year of technical training, which is more than vocational course participants who had five percent or the six percent among general course participants.

The chi square value of 12.00 obtained is not significant at the .01 level, therefore the null hypothesis of no significant difference is accepted. A contingency coefficient of .327 was obtained. (Table IX) The educational level of participants is not significantly different among the types of courses.

TABLE IX

DISTRIBUTION OF PARTICIPANTS BY YEARS OF SCHOOL COMPLETED BY COURSE CATEGORY

Course Category	0-8		9-12		1-2 University		3-5 University		Post Graduate		1-2 Technical		3-4 Technical		Not Known		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Academic	47	15.56	185	61.26	10	3.31	1	.33	1	.33	16	5.30	11	3.64	31	10.26	302	100.00
Vocational	63	11.86	340	64.03	30	5.65	7	1.32	1	.19	12	2.26	12	2.26	66	12.43	531	100.00
General	112	9.02	685	55.15	75	6.04	66	5.31	9	.72	46	3.70	34	2.74	215	17.31	1242	100.00
Total	222	10.70	1210	58.31	115	5.54	74	3.57	11	.53	74	3.57	57	2.75	312	15.04	2075	100.00

Chi square = 12.00 Degrees of freedom = 6

Not significant at .01 level

Contingency coefficient = .327

Occupation

The most frequently reported occupation was housewife at forty-one percent followed by nine percent clerical, eight percent labourer, while professional-technical and service-recreation had seven percent each, and craftsman six percent. Each of the remaining occupational categories contained less than five percent of the participants.

Fifty-seven percent of the general course participants were housewives compared to twenty percent in vocational courses and fourteen percent in academic courses. Clerical workers, however, formed fourteen percent of academic participants compared to thirteen percent of vocational and seven percent of general. Labourers made up seventeen percent of the academic and sixteen percent of the vocational course participants, but less than two percent of the general. Nine percent of the general and five percent each of vocational and academic course participants were professional-technical. Service-recreation workers made up twelve percent of the academic course participants, but only eight percent of the vocational and five percent of the general interest course participants. Craftsmen formed eleven percent of the vocational, but only seven percent of the academic and three percent of the general course participants.

The chi square value of 83.66 obtained for the occupational distribution is significant at the .01 level, therefore the null hypothesis of no significant difference in the distribution of participants by occupation is rejected. A contingency coefficient of .675 was obtained.

(Table X) The findings for the occupational distribution indicate that housewives formed the majority of participants in general interest courses. Participants in certain occupational groups such as clerical, labourer, and transportation-communication appeared to be more interested in subjects related to job qualification and advancement since they enrolled at higher proportional rates in academic and vocational courses than in general interest courses.

TABLE

OCCUPATIONAL DISTRIBUTION OF

Course Category	Managerial No.	Managerial %	Professional and Technical No.	Professional and Technical %	Clerical No.	Clerical %	Sales No.	Sales %	Service and Recreation No.	Service and Recreation %	Transportation and Communication No.	Transportation and Communication %
Academic	1	.33	16	5.30	42	13.91	15	4.97	36	11.92	25	8.28
Vocational	13	2.45	26	4.90	71	13.38	18	3.39	41	7.72	50	9.41
General	22	1.77	109	8.78	84	6.76	23	1.85	62	4.99	20	1.61
Total	36	1.73	151	7.28	197	9.49	56	2.70	139	6.70	95	4.58

Chi square = 83.66 Degrees of freedom = 12

Significant at .01 level

Contingency coefficient = .675

X

PARTICIPANTS BY COURSE CATEGORY

Primary		Craftsmen		Laborers		Housewives		Occupation		Not Known		Total	
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
5	1.65	20	6.62	51	16.89	43	14.24	9	2.98	39	12.91	302	100.00
2	.38	57	10.73	84	15.82	105	19.77	18	3.39	46	8.66	531	100.00
6	.48	42	3.38	22	1.77	705	56.76	53	4.27	94	7.57	1242	100.00
13	.63	119	5.73	157	7.57	853	41.11	80	3.85	179	8.63	2075	100.00

Years Resident in the District

Fifty-seven percent of the participants indicated that they had lived in the Surrey district for five years or more, while fifteen percent had lived there for two years or less and nine percent had lived there for three or four years. Nineteen percent of the participants in academic courses had lived in the district for two years or less, compared to seventeen percent of the vocational and thirteen percent of the general interest course participants. Slightly more general course participants at ten percent had lived in the district for three or four years than academic course participants at eight percent or vocational course participants with seven percent. Fifty-one percent of the academic course participants had lived in the district for five years or more, compared to fifty-eight percent of the vocational and fifty-seven percent of the general interest course participants.

The chi square value of 2.44 obtained is not significant at the .01 level, therefore the null hypothesis of no significant difference is accepted. The contingency coefficient obtained was .155 (Table XI) Thus, the years of residence of participants is not significantly different among the three types of courses.

TABLE XI

DISTRIBUTION OF PARTICIPANTS BY YEARS RESIDENT IN THE DISTRICT BY COURSE CATEGORY

Course Category	0-2 Years		3-4 Years		5+ Years		Not Known		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Academic	56	18.54	24	7.95	153	50.66	69	22.85	302	100.00
Vocational	91	17.14	38	7.16	307	57.81	95	17.89	531	100.00
General	166	13.37	126	10.14	713	57.41	237	19.08	1242	100.00
Total	313	15.08	188	9.06	1173	56.53	401	19.33	2075	100.00

Chi square = 2.44   Degrees of freedom = 4

Not significant at .01 level

Contingency coefficient = .155

Previous Attendance at Adult Education Courses

Fifty-one percent of the participants had not attended any other adult education courses within the past three years, while thirty-three percent had done so with twenty percent of these attending courses in Surrey and thirteen percent elsewhere. Sixteen percent of the registrants did not respond to this item.

Fifty-four percent of the academic course participants had not attended any other courses within the last three years, compared to fifty-two percent of the vocational course participants and forty-nine percent of the general course participants. Twenty-four percent of the general course participants had previously attended in Surrey, while eighteen percent of the academic and only twelve percent of the vocational course participants had previously attended in Surrey. Fifteen percent of the vocational course participants, however, had attended elsewhere while fourteen percent of the academic and eleven percent of the general course participants had attended elsewhere.

The chi square value of 5.72 obtained for the previous attendance distribution is not significant at the .01 level, therefore the null hypothesis of no significant difference is accepted. A contingency coefficient of .233 was obtained. (Table XII) Thus,previous attendance at adult education activities is not significantly different among the three types of courses.

TABLE XII

DISTRIBUTION OF PARTICIPANTS BY PREVIOUS ATTENDANCE AT ADULT EDUCATION COURSES IN LAST THREE YEARS BY COURSE CATEGORY

Course Category	No Attendance		Attended In Surrey		Attended Elsewhere		Not Known		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Academic	164	54.30	54	17.88	42	13.91	42	13.91	302	100.00
Vocational	277	52.17	62	11.68	81	15.25	111	20.90	531	100.00
General	613	49.36	300	24.15	139	11.19	190	15.30	1242	100.00
Total	1054	50.80	416	20.04	262	12.63	343	16.53	2075	100.00

Chi square = 5.72 Degrees of freedom = 4

Not significant at .01 level

Contingency coefficient = .233

Travel Time to Class

Seventy-six percent of the participants travelled less than twenty minutes to reach class, but only twenty-three percent travelled twenty minutes or more. The highest proportion of participants at fifty-seven percent travelled between ten and nineteen minutes to attend class.

Twenty-two percent of the general, sixteen percent of the academic, and fourteen percent of the vocational course participants travelled less than ten minutes to attend class. Approximately fifty-seven percent of the participants in each course category travelled between ten and nineteen minutes. Eighteen percent of the vocational, sixteen percent of the academic, and fourteen percent of the general course participants travelled between twenty and twenty-nine minutes. Approximately eleven percent of the academic and vocational course participants travelled thirty minutes or more, but only seven percent of the general course participants travelled thirty minutes or more.

The chi square value of 6.14 for the travel time distribution is not significant at the .01 level, therefore the null hypothesis of no significant difference is accepted. A contingency coefficient of .241 was obtained. (Table XIII) Thus, travel time to class is not significantly different among the three types of courses.

TABLE XIII

DISTRIBUTION OF PARTICIPANTS BY TRAVEL TIME TO CLASS BY COURSE CATEGORY

Course Category	0-9 Min.		10-19 Min.		20-29 Min.		30-39 Min.		40-49 Min.		50-59 Min.		Not Known		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Academic	48	15.89	175	57.95	47	15.56	22	7.28	8	2.65	2	.66	0	0	302	100.00
Vocational	74	13.94	302	56.87	98	18.46	47	8.85	9	1.69	1	.19	0	0	531	100.00
General	271	21.82	705	56.76	170	13.69	79	6.36	7	.56	3	.24	7	.56	1242	100.00
Total	393	18.94	1182	56.96	315	15.18	148	7.13	24	1.16	6	.29	7	.34	2075	100.00

Chi square = 6.14   Degrees of freedom = 8

Not significant at .01 level

Contingency coefficient = .241

II SOCIO-ECONOMIC CHARACTERISTICS OF PARTICIPANTS BY COURSE LENGTH

The registration cards were sorted and tabulated for participant characteristics by course length. Since courses varied greatly in length, three groupings were used: courses having ten sessions or less; courses having between eleven and twenty sessions; and courses having more than twenty sessions. These groupings by length of course were related to the course categories. Academic courses, for example, were all more than twenty sessions while few general courses were more than twenty sessions. The distribution of courses and participants in the three categories of course length was described earlier in Table II. A chi square value of 2.39 was obtained for this distribution. Since this was not significant at the .01 level, therefore, there was no significant difference in enrollment in courses by virtue of course length.

Chi squares and contingency coefficients were calculated for the same nine socio-economic characteristics considered in the analysis of participants by course type. As shown in Table XIV the analysis by course length indicated that sex, age, marital status, and occupation were statistically significant at the .01 level. For each of these four characteristics, however, the chi square value obtained was smaller than in the analysis by course type. Similarly, for each of the other five characteristics tested in the analysis by course length, chi square values were smaller than in the analysis by course type. The chi square values and contingency coefficients obtained in the analysis by course length are summarized in Table XIV. Underlined values of chi square are statistically significant at the .01 level.

TABLE XIV

CHI SQUARE VALUES AND CONTINGENCY COEFFICIENTS FOR PARTICIPANT CHARACTERISTICS BY COURSE LENGTH

Characteristic	Chi Square	Contingency Coefficient
Sex	17.56	.386
Age	23.68	.438
Marital Status	22.57	.429
Number of Children	8.66	.281
Years of Schooling	4.93	.217
Occupation	28.62	.472
Years resident in the district	2.32	.152
Previous attendance at adult education courses	2.07	.141
Travel time to class	2.39	.152

III NON-RESPONSES

The percentage of non-responses varied among the different items on the registration card. Items concerned with the characteristics years resident in the district, previous attendance at adult education courses, and years of schooling were not responded to by over fifteen percent of the participants. The item concerned with travel time to class, conversely, received more than ninety-nine percent response, possibly because of the item's location on the left hand side of the registration card. The characteristic sex was deduced from information given in the name. It was not possible to separate the non-responders from the responders having no children. The number and percentage of non-responses for each of seven characteristics is indicated in Table XV.

TABLE XV

NON-RESPONSES TO REGISTRATION CARD ITEMS

Characteristic	Total Possible Responses	Non-Response	Percent Non-Response
Age	2075	156	7.52
Marital Status	2075	77	3.71
Occupation	2075	179	8.63
Years of Schooling	2075	312	15.04
Years Resident	2075	401	19.33
Previous Attendance	2075	343	16.53
Travel Time	2075	7	.34
Total	14525	1475	10.15

IV SUMMARY

Four of the socio-economic characteristics tested showed significant differences by course type and length; sex, age, marital status, and occupation. There were significantly more male, young, and single participants from clerical, labourer, and transportation-communication occupational groups enrolled in academic courses. General course participants ware the oldest group and consisted mainly of housewives. Vocational course participants occupied the median position between academic and general enrollees in each of the four significant characteristics.

There were no significant differences among the course categories in the distributions of the characteristics number of children, years of schooling, years resident in the district, previous attendance at adult education courses, and travel time to class.

Chapter Five

CHARACTERISTICS OF DROPOUTS

The research concerned with the socio-economic characteristics of dropouts in adult education programs has been inconclusive. No characteristics have emerged that consistently distinguish between those people who persist in attendance and those who drop out. This chapter will describe the socio-economic characteristics of dropouts in the Surrey public adult night school program in relation to course type and course length in an attempt to ascertain if there are certain characteristics that differentiate between dropouts and persistent attenders.

I SOCIO-ECONOMIC CHARACTERISTICS OF DROPOUTS BY COURSE TYPE AND COURSE LENGTH

Of the 2,075 participants in the Surrey program 577 or 27.8 percent were classified as dropouts. One hundred and eighteen adults or 39.1 percent of the total enrollment in academic courses dropped out compared to 186 or 35.0 percent of the vocational enrollment and 273 or 22.0 percent of the general interest course enrollment. There was a marked difference in dropout figures between courses of different length; 71 adults or 10.3 percent of the total enrollment in courses having ten sessions or less dropped out as against 253 or 33.0 percent in courses of between eleven and twenty sessions and 253 or 40.9 percent in courses having more than twenty sessions.

Sex

Thirty percent of the males and twenty-six percent of the females in the Surrey public adult night school program dropped out. The dropout figure in the academic course category for females at 40.5 percent was slightly higher than that for males who had 38.5 percent. There was a larger spread in the vocational category where 44.8 percent of the females dropped out as against 28.5 percent of the males. In the general course category, however, 25.9 percent of the males and 20.7 percent of the females discontinued attendance. The chi square value of 5.01 obtained for the sex distribution of dropouts by course type shown in Table XVI is not significant at the .01 level. The null hypothesis of no significant difference, therefore, is accepted.

In the analysis by course length 7.7 percent of the males and 11.2 percent of the females dropped out of courses having ten sessions or less. A greater proportion of females at 46.9 percent than males with 36.0 percent dropped out of courses having more than twenty sessions. However, a greater proportion of males at 36.5 percent than females at 30.5 percent discontinued attendance in eleven to twenty session courses. The chi square value of 2.77 obtained for the sex distribution of dropouts by course length shown in Table XVI is not significant at the .01 level, therefore, the null hypothesis of no significant difference is accepted. Thus, there appears to be no significant difference in the dropout figure by sex among the course type or length categories.

TABLE XVI

SEX DISTRIBUTION OF DROPOUTS BY COURSE CATEGORY AND COURSE LENGTH

Sex	All Courses	Academic	Vocational	General	10 Sessions and less	11-20 Sessions	Over 20 Sessions
	No. (%)	No. (%)	No. (%)	No. (%)	No. (%)	No. (%)	No. (%)
Male	255 (30.1)	84 (38.5)	91 (28.5)	80 (25.9)	14 (7.7)	118 (36.5)	123 (36.0)
Female	322 (26.2)	34 (40.5)	95 (44.8)	193 (20.7)	57 (11.2)	135 (30.5)	130 (46.9)
Total	577 (27.8)	118 (39.1)	186 (35.0)	273 (22.0)	71 (10.3)	253 (33.0)	253 (40.9)

Age

The highest number of dropouts by age in all courses was in the 15-24 year group which had thirty-eight percent. The number declined to 27.2 percent in the 25-34 year group, to 23.7 percent in the 35-44 year group, and to 20.6 percent in the 45-54 year group. The number of dropouts increased to 23.5 percent in the 55-64 group and to 28.3 percent in the 65 and over group.

This same pattern showing a decline in the number of dropouts to the 45-54 year group and then a rise in the later age groups was observed in the analysis by course type with one exception. In the academic course category 57.1 percent of those 45-54 years of age dropped out. Further in the academic category 41.9 percent of the 15-24 group, 34.4 percent of the 25-34 year group, and 33.3 percent of the 35-44 year group discontinued attendance. In the vocational course category 43.9 percent of those 15-24, 33.1 percent of those 25-34, 32.8 percent between 35 and 44, 27.5 percent between 45 and 54, and 38.5 percent of the 65 and over age group dropped out. The general course category had the lowest dropout figure in each age group; 30.2 percent in the 15-24, 23.1 percent in the 25-34, 18.5 percent in the 35-44, 15.2 percent in the 45-54, and 20.8 percent in the 55-64 year groups. Twenty-nine percent of the general course participants aged 65 and over dropped out but this percentage was based on only eleven cases. The chi square of 22.38 obtained for the age distribution of dropouts by course type shown in Table XVII is significant at the .01 level. The null hypothesis of no significant difference is therefore rejected.

The greatest number of dropouts occurred in the younger age groups and in academic and vocational courses. Since these adults appear likely to have been high school dropouts as well, they seem to be continuing this pattern of behavior as night school students. The conduct of the night school program may not be sufficiently different from that of the high school to develop attitudes toward continuing education that would cause a change in this discontinuance behavior. The increase in dropouts among the older student may indicate that the instructional pace is too fast for the older members.

The same age pattern of discontinuance was noted in the analysis by course length with minor modifications. In the courses having ten sessions or less 9.5 percent of the 15-24 group, 11.6 percent of the 25-34 group, 6.9 percent of the 35-44 group, 8.4 percent of the 45-54 group, 16.7 percent of the 55-64 group, and 10.5 percent of those 65 and over discontinued attendance. In the eleven to twenty session courses 39.4 percent in the 15-24 age group, 33.8 percent in the 25-34, 31.6 percent in the 35-44, 30.9 percent in the 45-54, 20.0 percent in the 55-64, and 50.0 percent in the 65 and over group dropped out. For the courses having more than twenty sessions 47.2 percent of the 15-24 years of age group dropped out. Furthermore, 37.3 percent of the 25-34 group, 35.1 percent of the 35-44 group, 35.2 percent of the 45-54 group, and 42.9 percent of the 55-64 year group did not persist in attendance. The chi square value of 6.04 obtained for the age distribution of dropouts by course length shown in Table XVII is

TABLE XVII

AGE DISTRIBUTION OF DROPOUTS BY COURSE CATEGORY AND COURSE LENGTH

Age	All Courses No. (%)	Academic No. (%)	Vocational No. (%)	General No. (%)	10 sessions and less No. (%)	11-20 sessions No. (%)	Over 20 sessions No. (%)
15-24	159 (38.0)	57 (41.9)	54 (43.9)	48 (30.2)	7 (9.5)	52 (39.4)	100 (47.2)
25-34	165 (27.2)	33 (34.4)	47 (33.1)	85 (23.1)	24 (11.6)	75 (33.8)	66 (37.3)
35-44	116 (23.7)	14 (33.3)	44 (32.8)	58 (18.5)	12 (6.9)	65 (31.6)	39 (35.1)
45-54	60 (20.6)	8 (57.1)	22 (27.5)	30 (15.2)	12 (8.4)	29 (30.9)	19 (35.2)
55-64	16 (23.5)	0 (0)	5 (38.5)	11 (20.8)	4 (16.7)	6 (20.0)	6 (42.9)
65 and up	13 (28.3)	0 (0)	2 (25.0)	11 (28.9)	2 (10.5)	11 (5.00)	0 (0)
Not known	48 (30.8)	6 (50.0)	12 (38.7)	30 (26.5)	10 (20.0)	15 (25.0)	23 (50.0)
Total	577 (27.8)	118 (39.1)	186 (35.0)	273 (22.0)	71 (10.3)	253 (33.0)	253 (40.9)

not significant at the .01 level. Therefore, the null hypothesis of no significant difference is accepted. Age by course length is apparently not a significant factor influencing persistence and discontinuance of attendance.

Marital Status

There was a marked difference in dropout figures for all courses with respect to marital status. Only 24.4 percent of the married enrollees dropped out compared to 39.7 percent of the single enrollees. Although there were only nineteen dropouts altogether in these two categories, twenty-six percent of the widowed and thirty-nine percent of the divorced registrants discontinued attendance.

In the academic course category 34.1 percent of the married and 43.7 percent of the single participants dropped out while 31.8 percent of the married and 44.7 percent of the single enrollees dropped out of vocational courses and 20.2 percent of the married and 30.1 percent of the single registrants discontinued attendance in general courses. The chi square value of 9.93 for the distribution of dropouts by marital status by course type as shown in Table XVIII is significant at the .01 level, therefore the null hypothesis of no significant difference is rejected.

The high number of single dropouts is probably related to the age factor. The young unmarried adults are faced with the same instructional situation that forced them out of the day school. No intervening education has occurred that would develop attitudes favorable

TABLE XVIII

MARITAL STATUS OF DROPOUTS BY COURSE CATEGORY AND COURSE LENGTH

Marital Status	All Courses	Academic	Vocational	General	10 sessions and less	11-20 sessions	over 20 sessions
	No. (%)	No. (%)	No. (%)	No. (%)	No. (%)	No. (%)	No. (%)
Married	386 (24.4)	56 (34.1)	119 (31.8)	211 (20.2)	53 (8.9)	197 (32.0)	136 (37.0)
Single	141 (39.7)	52 (43.7)	55 (44.7)	34 (30.1)	11 (17.7)	36 (37.1)	94 (48.0)
Widowed	10 (26.3)	0 (0)	1 (14.3)	9 (29.0)	2 (16.7)	7 (35.0)	1 (16.7)
Divorced	9 (39.1)	3 (50.0)	5 (62.5)	1 (11.1)	1 (25.0)	3 (37.5)	5 (45.5)
Now known	31 (40.3)	7 (53.8)	6 (31.6)	18 (40.0)	4 (28.6)	10 (40.0)	17 (44.7)
Total	577 (27.8)	118 (39.1)	186 (35.0)	273 (22.0)	71 (10.3)	253 (33.0)	253 (40.9)

to continuing education. Furthermore, the attitudes and techniques of instructors may not be adapted to the adult setting.

In the analysis by course length 8.9 percent of the married and 17.7 percent of the single enrollees in courses having ten sessions or less, 32.0 percent of the married and 37.1 percent of the single enrollees in the courses having between eleven and twenty sessions, and 37.0 percent of the married and 48.0 percent of the single participants in the courses having more than twenty sessions dropped out. The chi square of 8.27 obtained for the distribution by marital status shown in Table XVIII is not significant at the .01 level although it is at the .05 level. The null hypothesis of no significant difference is accepted. Thus, there is no significant difference in the dropout figures by marital status among courses of different length.

Number of Children

The highest dropout figure by number of children in all courses at thirty-three percent was found among those who either had no children or who did not respond. Of those reporting one child 27.1 percent dropped out compared to 21.8 percent of those with two children, 22.1 percent with three children, 20.5 percent with four children, and 23.9 percent of the participants with five or more children.

In the analysis by course type 44.2 percent of the academic enrollees with no children or who did not respond as against 27.6 percent with one child, 35.3 percent with two children, 25.0 percent with three children, 10.0 percent with four children and 46.7 percent of

TABLE XIX

DISTRIBUTION OF DROPOUTS BY NUMBER OF CHILDREN BY COURSE CATEGORY AND COURSE LENGTH

Number of Children	All Courses No. (%)	Academic No. (%)	Vocational No. (%)	General No. (%)	10 sessions and less No. (%)	11-20 sessions No. (%)	Over 20 sessions No. (%)
0 or not known	345 (33.0)	84 (44.2)	109 (38.1)	152 (26.3)	40 (13.2)	130 (34.9)	175 (46.4)
1	45 (27.1)	8 (27.6)	17 (38.6)	20 (21.5)	4 (8.2)	21 (32.3)	20 (38.5)
2	73 (21.8)	12 (35.3)	22 (27.8)	39 (17.6)	8 (6.3)	36 (27.7)	29 (37.2)
3	60 (22.1)	6 (25.0)	20 (29.4)	34 (18.9)	14 (12.0)	31 (32.3)	15 (25.4)
4	32 (20.5)	1 (10.0)	13 (36.1)	18 (16.4)	3 (4.5)	24 (38.7)	5 (18.5)
5 or more	22 (23.9)	7 (46.7)	5 (27.8)	10 (16.9)	2 (7.7)	11 (27.5)	9 (34.6)
Total	577 (27.8)	118 (39.1)	186 (35.0)	273 (22.0)	71 (10.3)	253 (33.0)	253 (40.9)

those with five or more children discontinued attendance. In the vocational courses 38.1 percent of those enrollees with no children or who did not respond compared to 38.6 percent with one child, 27.8 percent with two children, 29.4 percent with three children, 36.1 percent with four children, and 27.8 percent with five or more children dropped out. Discontinuance in general courses was the lowest in each category in terms of the number of children, except for those with four. Of those enrollees with no children or who did not respond 26.3 percent dropped out as did 21.5 percent of the group having one child, 17.6 percent of the enrollees with two children, 18.9 percent with three, 16.4 percent with four, and 16.9 percent with five or more children. The chi square value of 11.07 obtained for the distribution of dropouts by number of children and course type shown in Table XIX is not significant at the .01 level. The null hypothesis of no significant difference is accepted.

In courses having ten sessions or less 13.2 percent of the enrollees with no children or who did not respond compared to 8.2 percent of those with one child, 6.3 percent with two children, 12.0 percent with three, 4.5 percent with four, and 7.7 percent of those with five or more children dropped out. In the eleven to twenty session courses 34.9 percent of the registrants with no children or who did not respond dropped out as did 32.3 percent with one child and 27.7 percent with two, 32.3 percent with three, 38.7 percent with four, and 27.5 percent with five or more children. For the courses having more than twenty sessions 46.4 percent of those with no children or who did not respond, 38.5 percent of those with one child, 37.2 percent with two children, 25.4 percent with three, 18.5 percent with four, and 34.6 percent with five or more children discontinued attendance. The chi square of 11.20 obtained for the distribution of dropouts by number of children and course length shown in Table XIX is not significant at the .01 level. The null hypothesis of no significant difference, therefore, is accepted. Thus, there were no significant differences in the number of dropouts in regard to number of children by either course type or length. This factor merits further study, however, since more participants with no children dropped out than in any other division of this characteristic. Furthermore, the lowest dropout figure occurred for those with four children.

Years of School Completed

Only small differences were observed in dropouts for all courses in terms of years of school completed. Of those with an eighth grade education or less 26.1 percent dropped out as did 27.9 percent of those having between nine and twelve years of schooling, 27.8 percent with one or two years of university, 28.4 percent with three to five years of university, 27.0 percent with one or two years of technical training, and 21.1 percent with three or four years of technical training.

In the academic course category 38.3 percent of the registrants with an eighth grade education or less and 39.5 percent of those with between nine and twelve years of schooling discontinued attendance. The percentage figures in all other divisions of education in the

TABLE XX

DISTRIBUTION OF DROPOUTS BY YEARS OF SCHOOL COMPLETED BY COURSE CATEGORY AND COURSE LENGTH

Years of School	All Courses No. (%)	Academic No. (%)	Vocational No. (%)	General No. (%)	10 sessions and less No. (%)	11-20 sessions No. (%)	Over 20 sessions No. (%)
0-8	58 (26.1)	18 (38.3)	16 (25.4)	24 (21.4)	1 (1.8)	26 (31.0)	31 (38.3)
9-12	338 (27.9)	73 (39.5)	128 (37.6)	137 (26.0)	36 (9.1)	146 (32.7)	156 (42.5)
1-2 University	32 (27.8)	4 (40.0)	11 (36.7)	17 (22.7)	7 (14.9)	14 (35.9)	11 (37.9)
3-5 University	21 (28.4)	0 (0)	2 (28.6)	19 (28.8)	5 (15.6)	13 (39.4)	3 (33.3)
Post Graduate	1 (9.1)	1 (100.0)	0 (0)	0 (0)	0 (0)	0 (0)	1 (100.0)
1-2 Technical	20 (27.0)	6 (37.5)	7 (58.3)	7 (15.2)	3 (9.4)	8 (57.1)	9 (32.1)
3-4 Technical	12 (21.1)	3 (27.3)	1 (8.3)	8 (23.5)	0 (0)	6 (42.9)	6 (30.0)
Not Known	95 (30.4)	13 (4.19)	21 (31.8)	61 (28.4)	19 (19.6)	40 (30.5)	36 (42.9)
Total	577 (27.8)	118 (39.1)	186 (35.0)	273 (22.0)	71 (10.3)	253 (33.0)	253 (4.09)

academic course category were based on less than ten dropouts. In the vocational courses 25.4 percent with eight years of schooling or less compared to 37.6 percent with nine to twelve years of schooling and 36.7 percent with one or two years of university dropped out. Of the enrollees in general courses 21.4 percent with eighth grade or less, 20.0 percent with nine to twelve grades, 22.7 percent of the participants with one or two years of university, and 28.8 percent of the group with three to five years of university discontinued attendance. The chi square value of 4.71 obtained for the distribution of dropouts by years of school completed and course type shown in Table XX is not significant at the .01 level. Therefore, the null hypothesis of no significant difference is accepted.

In the analysis of dropouts by years of school completed and course length 9.1 percent of the enrollees with nine to twelve years of schooling in courses having ten sessions or less dropped out. All other percentages in this course length category were based on less than ten dropouts. In courses having between eleven and twenty sessions thirty-one percent of those with eight years or less as against 32.7 percent with between nine and twelve years of schooling, 35.9 percent with one or two years of university, and 39.4 percent with three to five years of university did not persist in attendance. For the courses having more than twenty sessions 38.3 percent of the registrants with eight years of schooling or less compared to 42.5 percent with between nine and twelve years and 37.9 percent with one or two years of university dropped out. The chi square of 9.98 obtained for the distribution of dropouts by years of school completed and course length shown in Table XX is significant at the .05 level but not at the .01 level. The null hypothesis of no significant difference is therefore accepted. Level of education is apparently not a significant factor in relation to persistence or discontinuance of attendance in the Surrey program either by course type or length.

Occupation

Housewives had the lowest number of dropouts at 21.9 percent of any occupational group. Other groups with discontinuance of less than thirty percent included managerial with 25.0 percent,professional and technical with 26.5 percent, and craftsmen with 28.6 percent. Two occupational groups had dropout figures of more than thirty-five percent; clerical at 36.5 percent and primary at 46.2 percent. The other five groups all had dropout figures of between thirty and thirty-five percent; 30.4 percent in sales, 33.1 percent in service-recreation, 33.8 percent in no occupation, 34.7 percent in transportation-communication, and 35.0 percent in labourer. Only those percentages based on ten or more dropouts will be considered in the following analysis.

In the academic course category 32.6 percent of the housewives dropped out as did 38.9 percent of the service-recreation workers, 39.2 percent of the labourers, 45.2 percent of the clerical workers, and 52.0 percent of the transportation-communication workers. Dropouts in the vocational course category included 26.0 percent of those registrants in transportation-communication occupations, 31.6 percent

TABLE XXI

OCCUPATIONAL DISTRIBUTION OF DROPOUTS BY COURSE CATEGORY AND COURSE LENGTH

Occupation	All Courses No. (%)	Academic No. (%)	Vocational No. (%)	General No. (%)	10 sessions and less No. (%)	11-20 sessions No. (%)	Over 20 sessions No. (%)
Managerial	9 (25.0)	1 (100.0)	5 (38.5)	3 (13.6)	2 (10.5)	4 (30.8)	3 (75.0)
Professional & Technical	40 (26.5)	9 (56.3)	6 (23.1)	25 (22.9)	7 (11.9)	17 (31.5)	16 (42.1)
Clerical	72 (36.5)	19 (45.2)	31 (43.7)	22 (26.2)	7 (11.5)	22 (48.9)	43 (47.3)
Sales	17 (30.4)	6 (40.0)	6 (33.3)	5 (21.7)	0 (0)	6 (35.3)	11 (50.0)
Service & Recreation	46 (33.1)	14 (38.9)	14 (34.1)	18 (29.0)	1 (2.8)	21 (47.7)	24 (40.7)
Transport & Communication	33 (34.7)	13 (52.0)	13 (26.0)	7 (35.0)	2 (16.7)	11 (29.7)	20 (43.5)
Primary	6 (46.2)	1 (20.0)	2 (100.0)	3 (50.0)	0 (0)	5 (83.3)	1 (16.7)
Craftsmen	34 (28.6)	6 (30.0)	18 (31.6)	10 (23.8)	1 (3.6)	21 (36.2)	12 (36.4)
Labourers	55 (35.0)	20 (39.2)	28 (33.3)	7 (31.8)	1 (9.1)	26 (33.3)	28 (41.2)
Housewives	187 (21.9)	14 (32.6)	41 (39.0)	132 (18.7)	41 (10.8)	96 (29.1)	50 (34.7)
No Occupation	27 (33.8)	2 (22.2)	5 (27.8)	20 (37.7)	3 (11.5)	15 (51.7)	9 (36.0)
No Known	51 (28.5)	13 (33.3)	17 (37.0)	21 (22.3)	6 (14.6)	9 (16.4)	36 (43.4)
Total	577 (27.8)	118 (39.1)	186 (35.0)	273 (22.0)	71 (10.3)	253 (33.0)	253 (40.9)

in craftsmen, 33.3 percent in labourer, 34.1 percent in service-recreation, 39.0 percent in housewife, and 43.7 percent in clerical. In the general course category only 18.7 percent of the housewives discontinued attendance compared to 22.9 percent in professional-technical, 26.2 percent in clerical, 29.0 percent of those in service-recreation, and 37.3 percent of those with no occupation. The chi square value of 22.72 obtained for the occupational distribution by course type shown in Table XXI is significant at the .01 level. Therefore, the null hypothesis of no significant difference is rejected.

There was a tendency for enrollees drawn from certain occupational groups to drop out in disproportionate numbers from certain types of courses. The exact nature of this behavior, however, is difficult to determine. More housewives discontinued attendance in vocational courses than was expected, while less housewives than expected dropped out of academic and general courses. Similar discrepancies in discontinuance behavior were noted in other occupational divisions. The large number of occupational classifications used contributed to the difficulty in interpretation of these data.

In the analysis by course length the only occupational division containing more than ten dropouts in the category of courses having ten sessions or less was housewives with 10.8 percent discontinuance. For the eleven to twenty session courses the lowest dropout figure at 27.7 percent was in the transportation-communication occupational class and this was followed in ascending order by housewives at 29.1 percent, professional and technical with 31.5 percent, labourers with 33.3 percent, craftsmen at 36.2 percent, service and recreation at 47.7 percent, clerical at 48.9 percent, and no occupation with 51.7 percent. In courses having more than twenty sessions 34.7 percent of the housewives dropped out which was followed by 36.4 percent of the craftsmen, 40.7 percent in service and recreation, 41.2 percent of the labourers, 43.5 percent in transportation and communication, 47.3 percent in clerical, and fifty percent of those in sales occupations. The chi square value of 9.78 obtained for the occupational distribution of dropouts by course length shown in Table XXI is not significant at the .01 level, therefore, the null hypothesis of no significant difference is accepted. There are no significant differences in the number of dropouts by occupation by course length.

Years Resident in the District

Slight differences were observed in the number of dropouts in terms of the number of years resident in the district. Of those enrollees who had resided in the district for two years or less 33.2 percent dropped out while 27.1 percent who had resided in the district for three or four years and 26.2 percent who had resided in the district for five or more years did not persist in attendance. Thus, there was a tendency for those participants who had resided in Surrey the longest to persist in attendance while the newer residents discontinued more frequently.

In the academic course category 46.4 percent of those with two years or less compared to 29.2 percent with three or four years and

TABLE XXII

DISTRIBUTION OF DROPOUTS BY NUMBER OF YEARS RESIDENT IN THE DISTRICT BY COURSE CATEGORY AND COURSE LENGTH

Years Resident	All Courses No. (%)	Academic No. (%)	Vocational No. (%)	General No. (%)	10 sessions and less No. (%)	11-20 sessions No. (%)	Over 20 sessions No. (%)
0-2	104 (33.2)	26 (46.4)	34 (37.4)	44 (26.5)	12 (13.5)	33 (30.6)	59 (50.9)
3-4	51 (27.1)	7 (29.2)	13 (34.2)	31 (24.6)	5 (7.4)	31 (43.1)	15 (31.3)
5 or more	307 (26.2)	64 (41.8)	104 (33.9)	139 (19.5)	37 (9.1)	147 (32.5)	123 (39.2)
Not Known	115 (28.7)	21 (30.4)	35 (36.8)	59 (24.9)	17 (13.4)	42 (31.6)	56 (39.7)
Total	577 (27.8)	118 (39.1)	186 (35.0)	273 (22.0)	71 (10.3)	253 (33.0)	253 (40.9)

41.8 percent with five or more years in the district dropped out. For the vocational courses 37.4 percent of those with two years or less as against 34.2 percent with three or four years and 33.9 percent with five or more years in the district discontinued attendance. The general course category had the lowest discontinuance in the three divisions of years resident; 26.5 percent in the two years or less, 24.6 percent in the three and four year and 19.5 percent in the five years and over division. The chi square of 3.27 for the years resident distribution of dropouts by course type shown in Table XXII is not significant at the .01 level. The null hypothesis of no significant difference is therefore accepted. Years resident in the district appears not to be a significant factor in relation to persistence or discontinuance of attendance by course type.

Greater differences were observed, however, in the analysis of this characteristic by course length. In courses having ten sessions or less 13.5 percent of those living in the district for two years or less as against 7.4 percent of the three to four year group and 9.1 percent of the five years and over group discontinued attendance. For the eleven to twenty session courses 30.6 percent of those participants who had resided in Surrey for two years or less as against 43.1 percent in the three to four year group and 32.5 percent in the five years and over group dropped out. However, in courses having more than twenty sessions 50.9 percent of those residing in the district for two years or less compared to 31.3 percent in the three to four year group and 39.2 percent of the five years or more group dropped out. The chi square value of 9.98 obtained for the years resident distribution by course length shown in Table XXII is significant at the .05 level but not at the .01 level, therefore, the null hypothesis of no significant difference is accepted. Although there was a slight tendency for those new to the district to drop out more, this tendency is not significant at the level demanded in this study.

Previous Attendance at Adult Education Courses

The lowest dropout figure for all courses in regard to previous attendance at adult education courses was 21.2 percent which was attained by those registrants who had attended other courses in Surrey within the last three years. Twenty-six percent who had attended courses elsewhere in the last three years dropped out as did 31.6 percent with no previous attendance.

In the academic course category 42.1 percent of those with no previous attendance dropped out while 35.7 percent who had attended elsewhere and 31.5 percent who had attended in Surrey did not persist in attendance. In the vocational courses 45.8 percent of the enrollees with no previous attendance discontinued compared to 32.3 percent of those who had attended in Surrey and 23.5 percent of those who had attended elsewhere. Dropouts in the general course category included 22.3 percent with no previous attendance, 24.5 percent of the enrollees who had attended elsewhere, and 17.0 percent who had attended in Surrey. The chi square value of 10.83 for the previous attendance distribution by course type shown in Table XXIII is significant at the .05 level

TABLE XXIII

DISTRIBUTION OF DROPOUTS BY PREVIOUS ATTENDANCE AT ADULT EDUCATION COURSES BY COURSE CATEGORY AND COURSE LENGTH

Previous Attendance	All Courses	Academic	Vocational	General	10 sessions and less	11-20 sessions	Over 20 sessions
	No. (%)	No. (%)	No. (%)	No. (%)	No. (%)	No. (%)	No. (%)
None	333 (31.6)	69 (42.1)	127 (45.8)	137 (22.3)	33 (9.6)	151 (40.5)	149 (44.0)
In Surrey	88 (21.2)	17 (31.5)	20 (32.3)	51 (17.0)	14 (8.4)	40 (27.6)	34 (32.4)
Elsewhere	68 (26.0)	15 (35.7)	19 (23.5)	34 (24.5)	7 (8.0)	33 (37.5)	28 (32.2)
Not Known	88 (25.7)	17 (40.5)	20 (18.0)	51 (26.8)	17 (17.9)	29 (18.1)	42 (47.7)
Total	577 (27.8)	118 (39.1)	186 (35.0)	273 (22.0)	71 (10.3)	253 (33.0)	253 (40.9)

but not at the .01 level. Therefore, the null hypothesis of no significant difference is accepted. Previous attendance by course type has no relation to discontinuance in the Surrey program at the confidence level demanded.

In the courses having ten sessions or less 9.6 percent of the participants with no previous attendance at adult education courses within the last three years dropped out compared to 8.4 percent who had attended in Surrey and 8.0 percent who had attended elsewhere. In the eleven to twenty session courses 40.5 percent of the enrollees with no previous attendance discontinued compared to 37.5 percent of the group who had attended elsewhere and 27.6 percent who had attended in Surrey. For the courses having more than twenty sessions 44.0 percent of the enrollees with no previous attendance dropped out while 32.4 percent who had attended in Surrey and 32.2 percent who had attended elsewhere did not persist in attendance. The chi square value of 7.95 obtained for the previous attendance distribution of dropouts by course length shown in Table XXIII is not significant at the .01 level. The null hypothesis of no significant difference is accepted. Previous attendance at other adult education courses by course length, therefore, has no relation to discontinuance or persistence of attendance.

Travel Time to Class

Only slight differences were observed in the total dropouts by divisions of travel time to class. Of those enrollees travelling less than ten minutes 29.3 percent discontinued compared to 27.4 percent in the ten to nineteen minute division, 26.7 percent in the twenty to twenty-nine minute division, and 29.7 percent in the thirty to thirty-nine minute division. Only eight of the dropouts travelled more than forty minutes to attend class.

In the academic course category 43.8 percent of the less than ten minute group dropped out compared to 38.9 percent in the ten to nineteen minute group, 42.6 percent in the twenty to twenty-nine minute group, and 36.4 percent in the thirty to thirty-nine minute group. For the vocational courses 35.1 percent of the less than ten minute travellers, 34.1 percent of the ten to nineteen minute travellers, 34.7 percent of the twenty to twenty-nine minute travellers, and 42.6 percent of the thirty to thirty-nine minute travellers discontinued attendance. The general course category had the lowest dropout figure in each division of travel time; 25.1 percent in the less than ten minute division, 21.7 percent in the ten to nineteen minute group, 17.6 percent in the twenty to twenty-nine minute group, and 20.3 percent in the thirty to thirty-nine minute division. The chi square of 6.14 for the travel time distribution by course type shown in Table XXIV is not significant at the .01 level. The null hypothesis of no significant difference is therefore accepted.

In the courses having ten sessions or less 8.7 percent of the enrollees who travelled less than ten minutes, 10.9 percent who travelled ten to nineteen minutes, 8.7 percent who travelled twenty to twenty-nine minutes, and 14.0 percent who travelled thirty to thirty-

TABLE XXIV

DISTRIBUTION OF DROPOUTS BY TRAVEL TIME TO CLASS BY COURSE CATEGORY AND COURSE LENGTH

Travel Time	All Courses	Academic	Vocational	General	10 sessions and less	11-20 sessions	Over 20 sessions
	No. (%)	No. (%)	No. (%)	No. (%)	No. (%)	No. (%)	No. (%)
0-9 min.	115 (29.3)	21 (43.8)	26 (35.1)	68 (25.1)	13 (8.7)	64 (42.1)	38 (41.3)
10-19 min.	324 (27.4)	68 (38.9)	103 (34.1)	153 (21.7)	43 (10.9)	132 (32.0)	149 (39.9)
20-29 min.	84 (26.7)	20 (42.6)	34 (34.7)	30 (17.6)	8 (8.7)	34 (26.8)	42 (43.8)
30-39 min.	44 (29.7)	8 (36.4)	20 (42.6)	16 (20.3)	6 (14.0)	17 (27.0)	21 (50.0)
40-49 min.	6 (25.0)	0 (0)	3 (33.3)	3 (42.9)	0 (0)	4 (44.4)	2 (18.2)
50+ min.	2 (33.0)	1 (50.0)	0 (0)	1 (33.3)	0 (0)	1 (100.0)	1 (33.3)
Not Known	2 (28.6)	0 (0)	0 (0)	2 (28.6)	1 (25.0)	1 (100.0)	0 (0)
Total	577 (27.8)	118 (39.1)	186 (35.0)	273 (22.0)	71 (10.3)	253 (33.0)	253 (40.9)

nine minutes dropped out. For the eleven to twenty session courses 42.1 percent who travelled ten minutes or less to attend class discontinued compared to 32.0 percent of those in the ten to nineteen minute group, 26.8 percent in the twenty to twenty-nine minute group, and 27.0 percent in the thirty to thirty-nine minute group. In the courses having more than twenty sessions 41.3 percent of the enrollees travelling less than ten minutes, 39.9 percent travelling ten to nineteen minutes, 43.8 percent travelling twenty to twenty-nine minutes, and 50.0 percent travelling thirty to thirty-nine minutes discontinued attendance. The chi square value of 5.16 for the travel time distribution of dropouts by course length shown in Table XXIV is not significant at the .01 level. Therefore, the null hypothesis of no significant difference is accepted. Travel time by course type or length is apparently not a significant factor influencing persistence or discontinuance of attendance in Surrey.

II SUMMARY

Three of the socio-economic characteristics tested showed significant differences between persistent attenders and dropouts at the .01 level by course type; age, marital status, and occupation. At the .05 significance level previous attendance at adult education courses by course length and marital status, years of school completed, and years resident in the district by course type showed significant differences between those who persisted and those who discontinued attendance. No significant differences were noted by course type or length for sex, number of children, or travel time to class.

Chapter Six

ATTENDANCE PATTERNS

This chapter will describe the attendance patterns in the Surrey public adult night school program. Average daily attendance for courses of different lengths will be compared to the average daily attendance for all courses. In addition academic, vocational, and general courses will be compared with each other.

I ATTENDANCE PATTERNS BY COURSE LENGTH

Since there were twenty-four different course lengths the grouping by length used for the analysis of participants and dropouts in Chapters Four and Five was not considered adequate for an analysis of attendance patterns, therefore, the average daily attendance (ADA) percentages for courses of each different length were compared to the average daily attendance percentage for all courses.

The ninety-eight courses used in the analysis had a possible aggregate attendance of 38,436 and an actual aggregate attendance of 24,397 for an average daily attendance of 63.47 percent. This ADA percentage for all courses was the basis for comparisons with courses of different length. The calculation of critical ratios for each comparison is shown in Table XXV.

There was one course in the Surrey program that had three sessions. The ADA for this course was 90.00 and the Z value or critical ratio for the comparison of this course with all courses was .549, a value which is significant at the .6 level. This gives an indication that the attendance in the three session course was somewhat better than in all courses.

Six courses or 6.12 percent were five sessions in length. A critical ratio of .972 was computed and this is significant at the .4 level. Three courses lasted for six sessions; a critical ratio of .867 was obtained which is significant at the .4 level. Thus, attendance in five and six session courses appears to have been significantly better than attendance in all courses. One course lasted for eight sessions with a critical ratio of .549 which is significant at the .6 level. This indicates that eight session courses were slightly superior to all courses in terms of attendance.

The highest critical ratio of 1.696 was obtained for the

TABLE XXV

CRITICAL RATIOS FOR AVERAGE DAILY ATTENDANCE PERCENTAGES BY COURSE LENGTH

Length of Course in Sessions	No. of Courses	% of Courses	Possible Aggregate Attendance	Actual Aggregate Attendance	ADA %	Diff. of ADA %	P	sp_1-p_2	Z or C.R.	Significance Level
3	1	1.02	30	27	90.00	26.53	63.7	48.3	.549	.6
5	6	6.12	530	441	83.21	19.74	64.6	20.3	.972	.4
6	3	3.06	498	437	87.75	24.28	64.2	28.0	.867	.4
8	1	1.02	80	72	90.00	26.53	63.7	48.3	.549	.6
10	19	19.39	3640	3020	82.97	19.50	66.7	11.5	1.696	.1
11	2	2.04	374	295	78.88	15.41	63.7	34.3	.449	.7
12	1	1.02	60	35	58.33	5.14	63.4	48.4	.106	-
14	2	2.04	434	345	79.49	16.02	63.8	34.3	.467	.7
15	3	3.06	705	527	79.50	16.03	64.0	28.0	.573	.6
16	2	2.04	752	571	75.93	12.46	63.7	34.3	.363	.8
20	29	29.60	10240	6921	67.59	4.12	64.4	9.6	.429	.7
21	1	1.02	504	270	53.57	9.90	63.4	48.4	.205	.9
22	3	3.06	1056	547	51.80	11.67	63.2	28.1	.415	.7
24	2	2.04	1080	773	71.57	8.10	63.7	34.3	.236	.9
25	1	1.02	425	255	60.00	3.47	63.5	48.4	.072	-
29	1	1.02	377	231	61.27	2.20	63.5	48.4	.045	-
33	1	1.02	528	255	48.30	15.17	63.3	49.6	.306	.8
34	6	6.12	4828	2504	51.86	11.61	62.8	20.5	.566	.6
35	3	3.06	1820	1053	57.86	5.61	63.3	28.1	.200	.9
36	1	1.02	612	280	45.75	17.72	63.3	49.6	.357	.8
38	1	1.02	1482	629	42.44	21.03	63.3	49.6	.424	.7
39	2	2.04	1950	1212	62.15	1.32	63.5	34.4	.038	-
44	2	2.04	2156	1261	58.49	4.98	63.4	34.4	.145	.9
45	5	5.10	4275	2436	56.98	6.49	63.2	22.1	.294	.8
All Courses	98	100.00	38436	24397	63.47	-	-	-	-	-

nineteen courses of ten sessions in length. The ADA for these courses was 82.97 percent and was based on possible aggregate attendance of 3,640 and an actual aggregate attendance of 3,020. The critical ratio was significant at the .1 level, indicating that ten session courses were markedly superior to all courses in terms of average daily attendance.

Two courses lasted eleven sessions and these had a critical ratio of .449 which is significant at the .7 level. Thus, eleven session courses had a slightly better average daily attendance than all courses. For the one course of twelve sessions a critical ratio of .106 was obtained which is not significant at any level. The twelve session course, therefore, is not significantly different from all courses insofar as attendance is concerned.

Two courses of fourteen sessions had an ADA of 79.49 percent. The critical ratio of .467 is significant at the .7 level, indicating a slight superiority for fourteen session courses over all courses. The critical ratio of .573 obtained for the three courses lasting fifteen sessions is significant at the .6 level. This serves as an indicator that courses of fifteen sessions were slightly better than all courses in terms of average daily attendance. Two courses having sixteen sessions had an ADA of 75.93 percent. A critical ratio of .363 was computed which is significant at the .8 level. This would suggest that sixteen session courses are not significantly different in attendance from all courses.

There were twenty-nine courses lasting twenty sessions which was 29.6 percent of the total. An actual aggregate attendance of 6,921 and a possible aggregate attendance of 10,240 resulted in an ADA of 67.59 percent. The critical ratio obtained was .429 which is significant at the .7 level. Thus, the ADA for twenty session courses is similar to the ADA for all courses.

One course had twenty-one sessions with a critical ratio of .205 and a significance level of .9. There were three courses having twenty-two sessions which resulted in a critical ratio of .415 and a .7 significance level. For the two courses of twenty-four sessions a critical ratio of .236 was obtained which is significant at the .9 level. One course of twenty-five sessions and one of twenty-nine sessions produced critical ratios of .072 and .045 respectively;neither of these values is significant at any level. The average daily attendance for each course length between twenty-one and twenty-nine sessions, therefore, was not significantly different from the ADA for all courses.

For one course that lasted for thirty-three sessions a critical ratio of .306 was computed which is significant at the .8 level. This indicates very little difference between the thirty-three session course and all courses. Six courses lasting for thirty-four sessions resulted in a critical ratio of .566 which is significant at the .6 level. In terms of attendance, therefore, the thirty-four session courses were inferior to all courses. For three courses of thirty-five sessions an ADA of 57.86 was obtained. The critical ratio was .200 which is significant at the .9 level. Thus, there was very little difference between the ADA for thirty-five session courses and the ADA for all courses.

One course of thirty-six sessions and one of thirty-eight sessions yielded critical ratios of .357 and .424 which are significant at the .8 and .7 levels respectively. For the two courses lasting thirty-nine sessions a critical ratio of .038 was obtained which is not significant at any level. For these three course lengths, then, there was little difference when compared to all courses.

Two courses lasting for forty-four sessions had an ADA of 58.49 percent. A critical ratio of .145 was obtained which is significant at the .9 level. There were five courses with forty-five sessions; the ADA of 56.98 percent for these courses resulted in a critical ratio of .294 which is significant at the .8 level. Thus, there were only small differences between the ADA percent for all courses and the ADA percent for forty-four and forty-five session courses.

II ATTENDANCE PATTERNS BY COURSE TYPE

The ninety-eight courses used in the analysis of attendance patterns had an average length of 20.04 sessions. The fourteen academic courses which was 14.28 percent of the total had an average length of 34.57 sessions and a range of from twenty-nine to thirty-nine sessions. Thirty vocational courses formed 30.60 percent of the total and had an average length of 22.60 sessions. The shortest vocational course was three sessions while the longest lasted for forty-five sessions. Fifty-four general courses formed 55.11 percent of the total with an average length of 14.85 sessions and a range of from five to thirty-nine sessions. The distribution of lengths of courses by course type is shown in Table XXVI.

TABLE XXVI

DISTRIBUTION OF LENGTH OF COURSES BY COURSE TYPE

Course Type	Length of Course in Sessions	Number of Courses	Percent of Courses
Academic	29	1	1.02
	33	1	1.02
	34	6	6.12
	35	3	3.06
	36	1	1.02
	38	1	1.02
	39	1	1.02
Sub-Total		14	14.28
Vocational	3	1	1.02
	10	6	6.12
	14	2	2.04
	15	3	3.06
	20	8	8.16
	21	1	1.02
	24	2	2.04
	44	2	2.04
	45	5	5.10
Sub-Total		30	30.60
General	5	6	6.12
	6	3	3.06
	8	1	1.02
	10	13	13.27
	11	2	2.04
	12	1	1.02
	16	2	2.04
	20	21	21.44
	22	3	3.06
	25	1	1.02
	39	1	1.02
Sub-Total		54	55.11
Total		98	100.00

The critical ratio procedure used for comparing average daily attendance for courses of different lengths was also used for comparing academic to vocational, academic to general, and vocational to general course categories.

TABLE XXVII

COMPARISON OF AVERAGE DAILY ATTENDANCE PERCENTAGES BETWEEN ACADEMIC AND VOCATIONAL COURSES

Course Type	No. of Courses	Courses	Possible Aggregate Attendance	Actual Aggregate Attendance	ADA %	Diff. of ADA	P	sp_1-p_2	Z or C.R.	Significance Level
Academic	14	14.28	10154	5369	52.88	10.76	60.2	15.5	.694	.5
Vocational	30	30.60	12824	8161	63.64					

The calculation of the critical ratio for the academic to vocational comparison is shown in Table XXVII. The fourteen academic courses had a possible aggregate attendance of 10,154 and an actual aggregate attendance of 5,369 for an average daily attendance of 52.88 percent. The thirty vocational courses had a possible aggregate attendance of 12,824 and an actual aggregate attendance of 8,161 for an average daily attendance of 63.64 percent. The difference between the academic and vocational ADA percentages was 10.76 which resulted in a critical ratio of .694 which is significant at the .5 level. Thus, there is a reasonable degree of certainty that attendance in vocational courses was higher than in academic courses.

TABLE XXVIII

COMPARISON OF AVERAGE DAILY ATTENDANCE PERCENTAGES BETWEEN ACADEMIC AND GENERAL COURSES

Course Type	No. of Courses	% of Courses	Possible Aggregate Attendance	Actual Aggregate Attendance	ADA %	Diff. of ADA	P	sp_1-p_2	Z or C.R.	Significance Level
Academic	14	14.28	10154	5369	52.88	17.42	6.67	14.2	1.227	.3
General	54	55.11	15458	10867	70.30					

Table XXVIII illustrates the comparison of average daily attendance between academic and general courses. The fifty-four general courses had a possible aggregate attendance of 15,458 and an actual aggregate attendance of 10,867 for an average daily attendance of 70.30 percent. The difference between the academic and general course categories was 17.42 percent. The critical ratio obtained was 1.227 which is significant at the .3 level. This gives a fairly strong indication that general courses had a significantly higher average daily attendance than academic courses. Much of the difference may be accounted for, however, by the fact that academic courses were on the whole much longer than the general courses.

TABLE XXIX

COMPARISON OF AVERAGE DAILY ATTENDANCE PERCENTAGES BETWEEN VOCATIONAL AND GENERAL COURSES

Course Type	No. of Courses	% of Courses	Possible Aggregate Attendance	Actual Aggregate Attendance	ADA %	Diff. of ADA	P	sp_1-p_2	Z or C. R.	Significance Level
Vocational	30	30.60	12824	8161	63.64	6.66	67.9	10.4	.640	.6
General	54	55.11	15458	10867	70.30					

The comparison between vocational and general courses is illustrated in Table XXIX. The difference between the vocational and general average daily attendances was 6.66. The critical ratio was .640 which is significant at the .6 level. Since this is a relatively low level of significance there was not an appreciable difference between vocational and general courses in terms of average daily attendance.

When the average daily attendance percentages were calculated for each session by course type a trend of general decline was then noted.[1] For all courses the peak attendance of 86.53 percent was reached at the second session. Attendance dropped below eighty percent at the fifth session and by the tenth session it was below seventy percent. By the twelfth session the attendance for all courses dropped below sixty percent. Following the eleventh session the rate of decline slowed somewhat and the average daily attendance did not drop below fifty percent until the twenty-third session. The ADA dropped below forty percent at the twenty-sixth session, but returned to 47.15 percent at the twenty-eighth session. The attendance dropped below forty percent again at the thirty-first session but returned to above forty percent for the next two sessions. In the thirty-fourth, thirty-fifth, thirty-eighth, and forty-third sessions the attendance dropped into the thirty percent range but in the other sessions between thirty-three and forty-five it remained above forty percent. The low attendance was attained in session forty-three at 34.03 percent. Thus, between the peak at the second session and the low at the forty-third the attendance declined by 52.50 percent.

The peak attendance of 78.08 percent in academic courses was reached in the third session and thereafter an irregular decline set in. The average daily attendance dropped permanently below seventy percent at the seventh session, below sixty percent at the eleventh session, and below fifty percent at the twentieth session. Following the nineteenth

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[1] Table XXX. The ruled line across each column indicates where the maximum possible attendance dropped below one hundred. Figure 1 illustrates these attendance patterns graphically.

TABLE XXX

AVERAGE DAILY ATTENDANCE PERCENTAGES

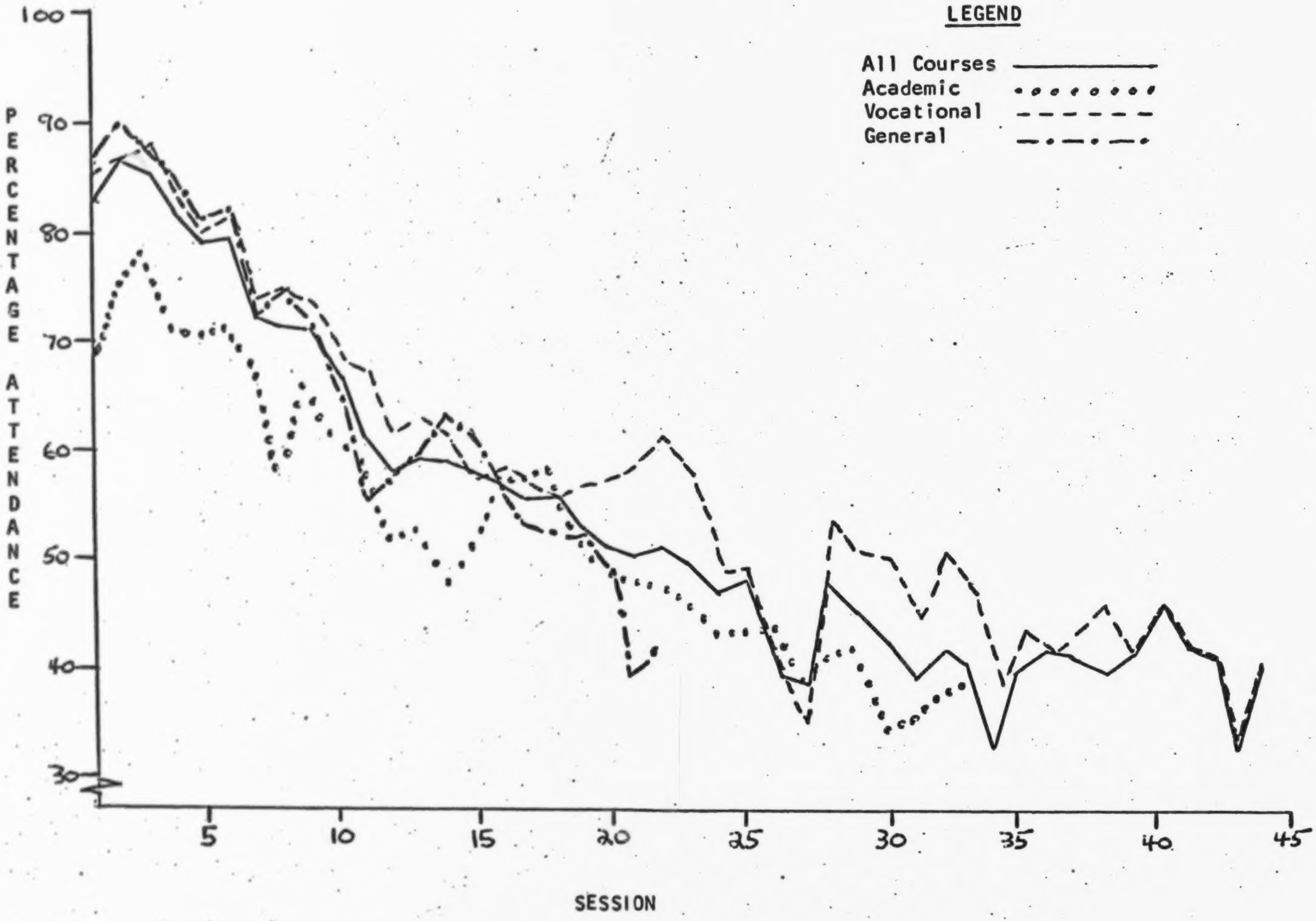
BY SESSION AND COURSE TYPE

Session	All Courses	Academic	Vocational	General
1	82.33	69.86	83.02	85.49
2	86.53	74.66	86.23	90.04
3	85.34	78.08	86.80	86.65
4	82.23	71.58	83.65	84.53
5	79.20	70.89	80.19	81.04
6	79.94	71.23	81.73	81.68
7	72.42	67.47	74.42	72.90
8	71.58	58.56	74.81	74.08
9	71.46	65.41	74.04	71.98
10	65.51	62.33	68.65	64.67
11	60.64	59.93	67.84	55.58
12	57.57	52.05	61.50	57.44
13	59.08	53.08	62.91	59.32
14	59.08	46.92	61.97	63.50
15	58.53	52.40	57.97	62.36
16	57.12	56.51	58.05	56.84
17	55.05	56.85	55.17	53.86
18	55.14	58.56	54.60	53.44
19	53.71	52.40	55.46	53.24
20	51.83	48.97	56.90	49.90
21	50.25	47.95	58.22	40.20
22	50.43	56.48	60.32	43.14
23	49.91	45.21	57.67	48.15
24	46.36	43.15	49.21	53.70
25	47.14	43.49	49.31	61.11
26	39.53	43.84	23.61	67.57
27	38.05	39.04	35.42	40.54
28	47.15	41.78	54.17	62.16
29	45.45	42.12	51.39	48.65
30	42.39	35.84	50.00	62.16
31	39.57	36.92	56.43	32.43
32	42.17	37.99	50.70	40.54
33	40.43	38.35	47.22	29.73
34	34.68	33.08	38.19	32.43
35	39.74	39.67	43.75	24.32
36	41.60	39.13	41.67	45.94
37	41.20	44.23	43.75	27.03
38	39.91	44.23	45.14	13.51
39	40.72	92.31	42.36	16.22
40	45.14		45.14	

Session	All Courses	Academic	Vocational	General
41	42.36		42.36	
42	40.28		40.28	
43	34.03		34.03	
44	40.28		40.28	
45	37.89		37.89	

FIGURE I

ATTENDANCE BY SESSION AND COURSE TYPE



session attendance fluctuated between the 48.97 percent of session twenty and the 33.08 percent of session thirty-four. The final session of the academic course category may be regarded as atypical since the ADA of 92.31 percent was based on only one course. Gains observed in average daily attendance in academic courses in the last few sessions may reflect an urgency perceived by the adult students in preparing for Department of Education June examinations.

The peak attendance in vocational courses at 86.80 percent was attained in the third session. The attendance then dropped permanently below eighty percent at the seventh session, below seventy percent at the tenth session, and below sixty percent at the fifteenth session. The average daily attendance did reach 60.32 percent, however, at the twenty-second session, but then dropped below fifty percent at the twenty-fourth session. The low attendance for vocational courses of 23.61 percent attained in the twenty-sixth session coincided with the Christmas vacation period for most courses. Vocational course attendance climbed above fifty percent for sessions twenty-eight,twenty-nine, thirty, and thirty-two, but then dropped permanently below fifty percent. Between sessions thirty-three and forty-five vocational attendance fluctuated between the 34.03 percent of session forty-three and the 47.22 percent of session thirty-three.

General course attendance reached a peak of 90.04 percent in the second session but then declined to below eighty percent at the seventh session and to below seventy percent at the tenth. The ADA reached 55.58 percent at the eleventh session and then rose slightly each session to 63.50 percent at the fourteenth session. There was then a decline at each session until an ADA of 40.20 percent was reached at the twenty-first session. After session twenty-two the maximum possible attendance dropped below 100 and the percentage of attendance fluctuated inconsistently between the 67.57 percent of the twenty-sixth and the 13.51 percent of the thirty-eighth session. This erratic pattern in the final sixteen sessions poses a problem for the night school administrator; it appears that such lengthy courses result in an ineffective use of the limited resources available to night school activities.

III SUMMARY

A general but inconsistent downward trend was observed in average daily attendance for all courses. The peak ADA of 86.53 percent was reached at the second session and the loss between the second and forty-fifth sessions was 48.64 percent.

The average daily attendance percentage for all courses was 63.47 compared to 52.88 percent for academic, 63.64 percent for vocational, and 70.30 percent for general courses. The comparison of ADA percentages between academic and vocational courses was statistically significant at the .5 level while the academic to general comparison was significant at the .3 level and the vocational to general at the .6 level.

The critical ratio obtained for the comparison of all courses to ten session courses was statistically significant at the .1 level, for all courses to five session and six session courses at the .4 level, and for three, eight, fifteen, and thirty-four session courses at the .6 level. Thus, short courses appear to be significantly better in maintaining attendance at a reasonable level.

Chapter Seven

SUMMARY AND CONCLUSIONS

I SUMMARY

Procedure

The data used in this study of participation patterns in the Surrey public adult night school program were derived from 2,075 registration cards and ninety-eight completed attendance registers. Distributions for nine socio-economic characteristics of participants in relation to course type and length were described and tested by chi square and contingency coefficient for statistically significant differences. Registration cards for dropouts were segregated and the null hypothesis of no significant difference was tested by chi square for the distribution of dropout characteristics by course type and length.

Finally, attendance patterns for courses of different lengths were compared using the critical ratio procedure and attendance patterns for different types of courses were described and compared.

Characteristics of Participants

Four of the nine socio-economic characteristics tested showed statistically significant differences at the .01 level in the distributions by course type and length. These significant characteristics included sex, age, marital status, and occupation. The remaining five characteristics were not significantly different at the .01 level. These included number of children, years of school completed, years resident in the district, previous attendance at adult education courses within the last three years, and travel time to class.

Sixty percent of all participants were female and forty percent were male. The proportion of male participants was highest in academic courses and lowest in general courses. The distributions by sex by course type and length were statistically significant at the .01 level.

Almost thirty percent of the participants were between the ages of twenty-five and thirty-four. The number of participants declined for each successive older age group to a low of two percent in the sixty-five and over group. Statistically significant differences at the .01 level were observed in the age distributions by course type and length. The academic enrollees tended to be in the younger age groups while general course registrants were in the older age groups.

More than three-quarters of the participants were married while seventeen percent were single. The proportion of married students was lowest in the academic and highest in the general course category, but the proportion of single participants was highest in the academic and lowest in the general course category. Differences in the marital status distributions of participants by course type and length were statistically significant at the .01 level.

The largest occupational group represented was housewives who comprised forty-one percent of all registrants. Nine percent were clerical workers as against eight percent labourers and seven percent each in professional-technical and service-recreation occupations. Differences in the occupational distributions of participants by course type and length were statistically significant at the .01 level.

Characteristics of Dropouts

Twenty-eight percent of the registrants in the Surrey program were classified as dropouts. Three of the socio-economic characteristics tested for dropouts--age, marital status, and occupation--were statistically significant at the .01 level in the analysis by course type. None of the characteristics tested were statistically significant at the .01 level in the distributions by course length.

The highest number of dropouts in the age distribution by course type at thirty-eight percent occurred in the youngest age group while the lowest number of dropouts was in the forty-five to fifty-four group at twenty-one percent. The difference in the age distribution of dropouts by course type was statistically significant at the .01 level. There were significantly more enrollees who discontinued attendance in the younger age groups in academic courses.

Forty percent of the single compared to twenty-four percent of the married registrants dropped out. Differences in the distribution by marital status by course type were significant at the .01 level. Thus, there were significantly more single than married participants who discontinued attendance.

The number of dropouts in occupational groups varied from the low of twenty-two percent for housewives to the high of forty-six percent for primary. Statistically significant differences at the .01 level were observed in the occupational distribution of dropouts by course type. Significantly less in housewife, managerial, professional-technical, and craftsmen discontinued attendance than in other occupational groups.

Attendance Patterns

A general but inconsistent downward trend was noted in average daily attendance for all courses. The peak attendance of 86.53 percent was reached at the second session. The attendance declined to below eighty percent at the fifth session, to below seventy percent at the tenth session, and then rapidly dropped to below sixty percent at the twelfth session. A period of gradual decline then occurred, with attendance falling below fifty percent at the twenty-third session and thereafter fluctuating in the thirty and forty percent ranges. The net loss for all courses between session two and forty-five was 48.64 percent.

The average daily attendance for all courses was 63.47 percent, while that for academic courses was 52.88 percent compared to 63.64 percent for vocational courses and 70.30 for general courses. The comparison of ADA percentages for academic and vocational courses was statistically significant at the .5 level, for academic and general courses at the .3 level, and for vocational and general courses at the .6 level. The greatest difference in average daily attendance, therefore, was that between academic and general courses. However, this may be related to the course length factor since academic courses had the longest average length and general courses the shortest.

When the percentage of average daily attendance for all courses was compared to that for each length of course, none of the critical ratios obtained were statistically significant at the .01 level. The critical ratio obtained for the comparison of all courses to ten session courses was significant at the .1 level, and for all courses to five and six session courses at the .4 level. This would suggest that short courses were superior to long courses in terms of average daily attendance.

II CONCLUSIONS

The first hypothesis tested in this study was that there are no statistically significant differences in certain specified socio-economic characteristics of participants who are enrolled in academic, vocational,or general courses, or in courses of different lengths. This hypothesis was accepted for number of children, years of schooling, years resident in the district, previous attendance at adult education courses, and travel time to class. It was rejected both for the course type and length distributions by sex, age, marital status, and occupation. Therefore, the three types of courses appear to attract a different clientele in terms of the four significant characteristics.

The prototype participant in the Surrey public adult night school program might be described as a young housewife; this is compatible with the findings of other studies on participants in public school adult education programs. Academic and vocational courses tended to enroll more young, single, male adults from occupational groups such as clerical, labourer, and transportation-communication than did general interest courses. This suggests that these participants were interested in subjects related to job qualification and advancement while the general interest registrants, which were primarily housewives, were more concerned with subjects related to social and leisure time activities.

The Surrey program, in common with other public adult night schools, does not seem to attract persons in the older age groups. With a large number of retired adults in the district an attempt should be made to attract these people into the night school program.

The second hypothesis tested was that there are no statistically significant differences in certain socio-economic characteristics between those participants who persist in attendance and those who drop out in the total program, in academic, vocational, or general courses, or in courses of different lengths. This hypothesis was accepted for all characteristics by course length. It was rejected, however, in regard to age, marital status, and occupation for the distribution of dropouts by course type.

It appears that in the Surrey program young single adults in occupational groups such as clerical, labourer, primary, and transportation-communication are more dropout prone than other groups. The only marked difference between the conclusions of Verner and Davis and those of the present study was that educational level appeared not to be related to discontinuance in Surrey.

Since the highest number of dropouts occurred in academic and vocational courses for young unmarried participants it appears that the needs of these enrollees are not being adequately served. They are given the same instructional materials that the pre-adults have in the high schools. Furthermore, the attitudes and techniques of the instructors probably are little different from those used with pre-adults. The first thing that should be done with the dropout prone students is to instill a favorable attitude toward continuing education and then proceed with instructional materials and techniques suited to the adult level. In addition, counselling at registration for prospective academic and vocational registrants might tend to reduce the discontinuance rate in these courses. Further efforts could be made by course instructors to encourage dropout prone students to persist in their studies.

The third hypothesis tested stated that there are no statistically significant differences in attendance patterns between academic, vocational, or general courses, or between courses of different lengths. Although the course type and length factors are related it appears that the hypothesis can be rejected. Short courses in the general interest category maintained attendance at a higher level than did longer courses in the vocational and academic categories.

Probably the most critical factor in the maintenance of attendance in the Surrey public adult night school program is course length since attendance keeps declining the longer courses continue. There appears to be a need for short courses to be offered in order to achieve the optimum use of night school resources. Instead of offering one thirty-six session academic course, for example, three courses of twelve sessions could be programmed. Few adult students seem to be willing to commit themselves to long courses of study.

The subject of discontinuance is one that should be explored further. Further studies in the public adult night school programs of

British Columbia are needed to determine whether or not the discontinuance patterns observed in Surrey are found elsewhere. These additional studies of attendance patterns might result in the determination of an optimum course length in relation to the subject matter being offered and the type of clientele envisioned.

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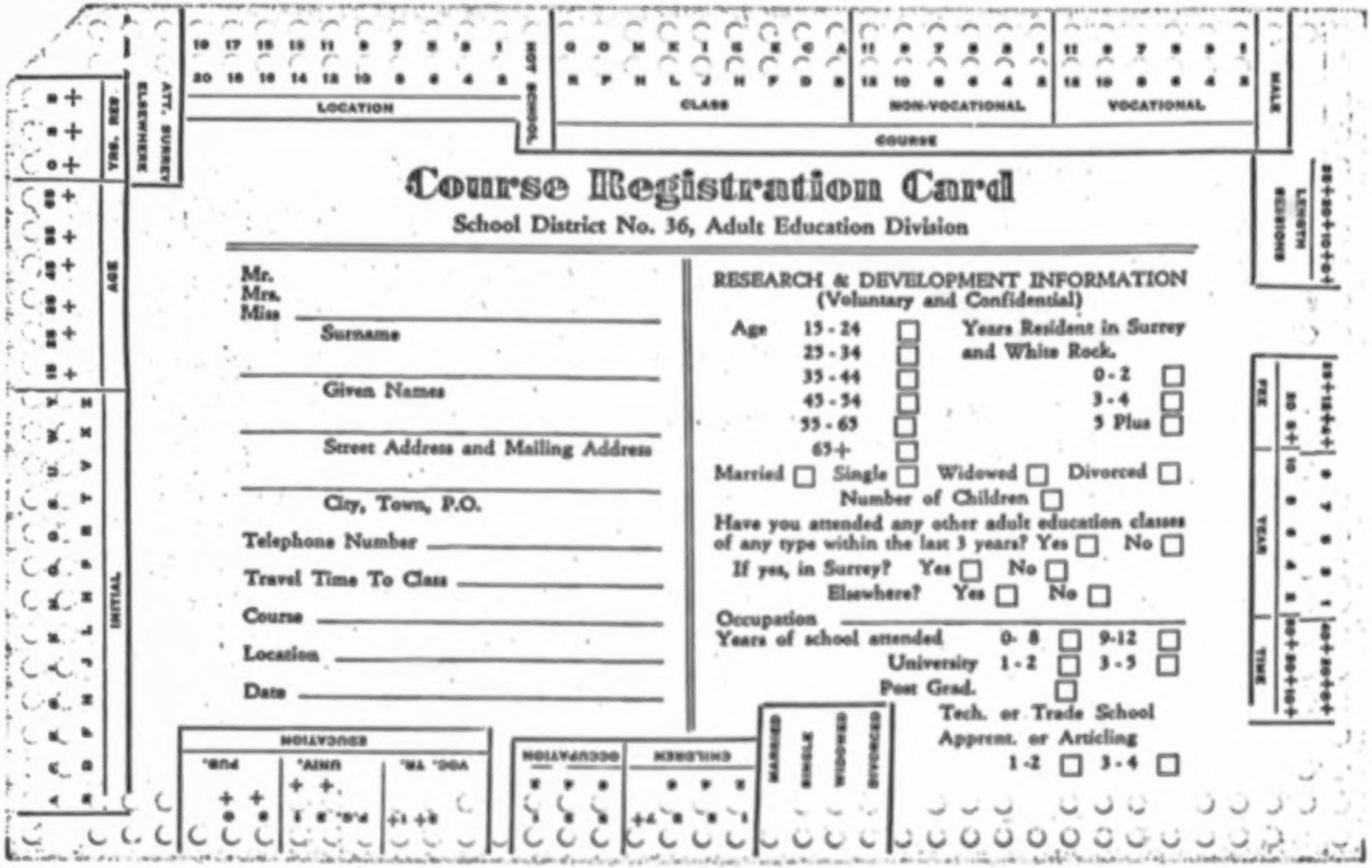
APPENDIX


LOCATION
NOT SCHOOL
CLASS
NON-VOCATIONAL
VOCATIONAL
COURSE
MALE
LENGTH
SESSIONS
FEE
YEAR
TIME
ATT. SURREY
ELSEWHERE
YRS. RES
AGE
INITIAL
EDUCATION
PUB.
UNIV.
VOC. TR.
OCCUPATION
CHILDREN
MARRIED
SINGLE
WIDOWED
DIVORCED

Course Registration Card

School District No. 36, Adult Education Division

Mr.
Mrs.
Miss ____________________
Surname

____
Given Names

____
Street Address and Mailing Address

____
City, Town, P.O.

Telephone Number ____________________

Travel Time To Class ____________________

Course ____________________

Location ____________________

Date ____________________

RESEARCH & DEVELOPMENT INFORMATION
(Voluntary and Confidential)

Age 15 - 24 ☐
25 - 34 ☐
35 - 44 ☐
45 - 54 ☐
55 - 65 ☐
65+ ☐

Years Resident in Surrey and White Rock.
0 - 2 ☐
3 - 4 ☐
5 Plus ☐

Married ☐ Single ☐ Widowed ☐ Divorced ☐
Number of Children ☐

Have you attended any other adult education classes of any type within the last 3 years? Yes ☐ No ☐
If yes, in Surrey? Yes ☐ No ☐
Elsewhere? Yes ☐ No ☐

Occupation ____________________

Years of school attended 0- 8 ☐ 9-12 ☐
University 1 - 2 ☐ 3 - 5 ☐
Post Grad. ☐
Tech. or Trade School
Apprent. or Articling
1-2 ☐ 3 - 4 ☐

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PUBLICATIONS:

NONE

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on Adult Education

AWARDS:

NONE

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